

WEBVTT

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00:00:00.060 --> 00:00:08.340

Rich Cairn: Okay i'm Rich Cairn i'm the director of the emerging America program at the collaborative for educational services in Massachusetts.

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00:00:08.790 --> 00:00:15.269

Alison Noyes: i'm Alison Noyes i'm the assistant director at the collaborative for educational services emerging market Program.

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00:00:17.160 --> 00:00:24.690

Sarah Westbrook: hi everyone i'm Sarah Westbrook i'm the director of professional learning at the rate question Institute in Cambridge Massachusetts.

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00:00:25.320 --> 00:00:34.350

Nancy Cohen: hi i'm Nancy Cohen i'm a speech and language pathologist and I work in a middle school in outside of Chicago Illinois in the Northwest suburbs.

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00:00:36.090 --> 00:00:49.320

Rich Cairn: And i'm going to give you just a very quick kind of orientation to where we're coming from, can you all see the screen there okay great this is.

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00:00:50.580 --> 00:00:54.120

Rich Cairn: The third in a series of.

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00:00:57.030 --> 00:01:09.420

Rich Cairn: webinars that we've done this spring, one of them was with a group of young adults from Easter seals, who are doing a teach disability history campaign or six weeks in in Massachusetts and.

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00:01:10.440 --> 00:01:17.190

Rich Cairn: Then we did one with think poor on think part in crickets with the Maryland humanities and Maryland public television.

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00:01:18.300 --> 00:01:34.920

Rich Cairn: And there's materials on those that are on our website emerging america.org and it's on a page called short events, because

we have courses and then we have short events so it's odd name, maybe, but so our project emerging America.

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00:01:36.120 --> 00:01:52.560

Rich Cairn: Has a program called accessing inquiry, where we focus on making particularly history and social science, but really making content curriculum accessible to English learners and also to students with disabilities.

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00:01:53.790 --> 00:02:10.410

Rich Cairn: And we use universal design for learning as a core kind of teaching organization strategy, our focus is really on practical tools, so we don't do a lot of theorizing but really get straight to things to make it work.

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00:02:12.330 --> 00:02:28.470

Rich Cairn: And one other thing that i'll just mention is that, in addition to universal design for learning, we also integrate culturally relevant pedagogy approach to our work, we, in particular, have a focus on disability history.

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00:02:29.580 --> 00:02:31.860

Rich Cairn: and inclusive civic engagement.

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00:02:33.090 --> 00:02:47.670

Rich Cairn: And i'll explain in a second why you know why disability history well partly when you're working with students with disabilities, you want them to be able to recognize themselves in history, at times, tip brings up difficult issues and language.

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00:02:48.660 --> 00:02:53.670

Rich Cairn: That are good for all students to know about, but in particular students with disabilities.

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00:02:54.810 --> 00:03:09.690

Rich Cairn: But really bottom line, the reason to do it is because it's the right thing to do, if you believe that people have no history worth mentioning it's easy to believe they have no humanity worth defending and so it's important to raise the history of all people.

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00:03:10.710 --> 00:03:20.730

Rich Cairn: We also work on civic engagement and people with

disabilities vote at substantially lower rates than people who do not have disabilities.

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00:03:21.240 --> 00:03:33.330

Rich Cairn: largely because they can't access voting, so we are working on that in the things to at the K 12 level, and when we think about history.

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00:03:34.140 --> 00:03:41.910

Rich Cairn: we're not necessarily expecting everybody's going to like teach units on disability history and replace you know, the French Revolution, or something.

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00:03:42.720 --> 00:03:59.430

Rich Cairn: More of what we're doing is helping people figure out how to integrate disability history into things like teaching about the progressive era and eugenics movement or teaching about civil rights movements so on our website, we have lesson plans that get a lot of those topics.

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00:04:00.570 --> 00:04:06.180

Rich Cairn: We also have primary source sets and portals to collections of sources.

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00:04:06.660 --> 00:04:14.880

Rich Cairn: And we also have teaching strategies, including the one you're going to learn about today, we talked a little bit about it that you're going to get a lot more great stuff today.

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00:04:15.750 --> 00:04:27.450

Rich Cairn: and other resources, one thing I want to point out to you is that we are really working hard to align our work with the new educating for American democracy roadmap.

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00:04:27.930 --> 00:04:42.780

Rich Cairn: And that includes a document that's an extension of that roadmap really looking at disability history in civics we're also hoping to be working in the next year on a similar kind of document addressing.

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00:04:45.150 --> 00:04:58.920

Rich Cairn: related issues for English learners and we'll put these in

the chat, but you can take a look at that draft document and we're looking for input on it so we'll put those in the chat and.

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00:04:59.790 --> 00:05:07.560

Rich Cairn: we're also offering graduate courses for those who want more we teach one on disability history.

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00:05:08.370 --> 00:05:16.410

Rich Cairn: This summer, our core Grad course accessing inquiry for students with disabilities through primary sources is open for enrollment.

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00:05:16.830 --> 00:05:40.020

Rich Cairn: there's also for the real history buffs there's one on disabilities in New England 1632 1930 that we're partnering with a local museum on, so I will not take any more of our wonderful presenters time here and i'm going to hand it over to Sarah to to take it from here.

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00:05:41.070 --> 00:06:03.270

Sarah Westbrook: Okay, great Thank you rich and thank you very much to both rich and allison for having us, we are very honored to be in collaboration and in conversation with emerging America, and I really encourage you, if you don't know emerging America, please check it out, they have some great resources.

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00:06:04.830 --> 00:06:19.440

Sarah Westbrook: and have been really, really, generous and incredibly helpful for the right question Institute in our work with primary sources alright So hopefully, you can see, this but rich, you can.

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00:06:19.620 --> 00:06:22.770

Sarah Westbrook: Give thumbs up good okay so.

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00:06:24.240 --> 00:06:39.450

Sarah Westbrook: So we're going to put you to work really quickly here i'm grateful to Nancy for being here today Nancy has done some amazing work with the question formulation technique that she's going to share a little bit later on, and I also.

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00:06:40.620 --> 00:06:51.930

Sarah Westbrook: got some work from two teachers from Cambridge rindge

in Latin in here in Massachusetts and they're going to share some of their work as well they're not here live.

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00:06:52.290 --> 00:07:04.140

Sarah Westbrook: But I do have some slides from them, so it was great to see all of you, and if you are just joining us please feel free to put your name and where you're joining from in the chat box.

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00:07:04.470 --> 00:07:13.560

Sarah Westbrook: But it's amazing to see we've we have people from lots of Massachusetts people and then from many other states and in Austria.

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00:07:14.760 --> 00:07:19.620

Sarah Westbrook: login as well, which is wonderful so we're hoping today.

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00:07:19.710 --> 00:07:20.040

Rich Cairn: Just.

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00:07:20.190 --> 00:07:25.740

Sarah Westbrook: with you a little bit of a grounding in question formulation as a lifelong skill.

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00:07:26.190 --> 00:07:34.230

Sarah Westbrook: And then we're going to be doing some active learning, together with the question for emulation technique we'll look at some classroom examples.

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00:07:34.620 --> 00:07:45.720

Sarah Westbrook: And we'll talk a little bit about why question formulation is particularly important now, and we hope to leave plenty of time for some discussion and more questions.

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00:07:47.310 --> 00:07:50.700

Sarah Westbrook: let's see rich Would you mind launching that pole for me just.

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00:07:51.870 --> 00:08:00.510

Sarah Westbrook: Real quick here i'd like to just get a sense of how many people know the Q FT the question formulation technique, so if

you could.

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00:08:01.680 --> 00:08:03.960

Sarah Westbrook: respond in the pole that's helpful.

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00:08:07.440 --> 00:08:15.180

Sarah Westbrook: And wherever it is that you're coming from, whether you are brand new, this is the first time you're hearing about the question formulation technique.

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00:08:15.510 --> 00:08:29.940

Sarah Westbrook: Or if you're coming in with some experience in it you're in the right place so we're going to experience it together, but then you're also seeing very specific applications of it in special education and English language learning settings.

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00:08:31.350 --> 00:08:34.020

Sarah Westbrook: Okay that's that's great Thank you.

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00:08:36.960 --> 00:08:37.890

Sarah Westbrook: alright.

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00:08:39.630 --> 00:08:45.510

Sarah Westbrook: So just so you know everything you're about to see today is available on great question.org.

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00:08:45.870 --> 00:08:58.230

Sarah Westbrook: It is all free so you can check out this exact event there and we'll post our PowerPoint slides for you as well, and and put that link in the chat box so that's where you can find all of these slides if you want.

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00:08:59.100 --> 00:09:16.410

Sarah Westbrook: And everything at right question.org is shared under creative commons license, which means that you don't need to ask us for permission, you can take and use these resources for any non commercial purpose as long as you're, including the citation.

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00:09:17.280 --> 00:09:21.930

Sarah Westbrook: back to the right question Institute, so we encourage you to take it and use it.

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00:09:23.160 --> 00:09:25.020

Sarah Westbrook: We are tweeting theoretically.

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00:09:26.040 --> 00:09:31.380

Sarah Westbrook: I try to keep up, but if you are so inclined, you can find us on Twitter, we have a great Community there.

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00:09:32.430 --> 00:09:42.870

Sarah Westbrook: Okay, so let's think for just a minute together about question formulation as a skill for learning and for life, and I would say that.

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00:09:43.590 --> 00:09:55.260

Sarah Westbrook: Typically, I spend a lot of time on this learning piece and thinking about questioning as a foundational skill for all types of learning for inquiry based learning for civic learning.

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00:09:56.940 --> 00:10:06.480

Sarah Westbrook: And, but I want to think more about that civic piece today, because we are in a webinar that's part of a series on civic learning, but just.

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00:10:07.170 --> 00:10:23.280

Sarah Westbrook: I think, as many of you know all learning has something important some important intersections with questioning, so this is from a Nobel laureate, who is said there's no learning, without having to pose the question.

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00:10:24.810 --> 00:10:35.580

Sarah Westbrook: There are a growing body of research around questioning and the importance of questioning for metacognition and for retention.

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00:10:36.750 --> 00:10:46.200

Sarah Westbrook: And there are now a shift in standards that many of you are probably familiar with that place of renewed emphasis on student questions.

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00:10:46.800 --> 00:11:01.830

Sarah Westbrook: But I think that the bigger motivation and my

interest today is around civic learning and civic participation and why are questions part of civic learning and civic participation.

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00:11:03.210 --> 00:11:10.770

Sarah Westbrook: So this is a image here of September Clark September Clark is seated in the middle of this image here.

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00:11:11.280 --> 00:11:24.390

Sarah Westbrook: In September Clark was a school teacher in scap South Carolina for almost 40 years before she was fired for her association with the N double a CP.

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00:11:25.140 --> 00:11:34.290

Sarah Westbrook: She went on to establish the citizenship, schools, which was a program of basic literacy program for adult learners.

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00:11:34.710 --> 00:11:51.540

Sarah Westbrook: And one of the things that she said about her work, which we believe at the right question Institute is true about our work to which is, we need to be taught to study, rather than to believe and to inquire rather than to affirm.

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00:11:53.160 --> 00:12:20.100

Sarah Westbrook: So septum a Clark felt that questioning and inquiry was a pathway, not just to voting, but to all sorts of participation to be able to protect your House and your wages, and so we believe that questioning is part of this larger mission around participation so participation in civic life.

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00:12:21.330 --> 00:12:33.330

Sarah Westbrook: This is an insight that came originally from a group of parents in Lawrence Massachusetts so all of the work that my organization does started with this one group of parents.

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00:12:33.690 --> 00:12:38.520

Sarah Westbrook: And they were participating in a school dropout prevention Program.

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00:12:38.970 --> 00:12:48.540

Sarah Westbrook: And one of the things that they named was that they don't go to school and they weren't participating in things like IEP meetings or school board meetings.

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00:12:48.930 --> 00:13:00.990

Sarah Westbrook: Because they didn't even know what questions to ask so September Clark named inquiry as a key foundational piece of participation, and so did this group of parents that.

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00:13:02.010 --> 00:13:16.710

Sarah Westbrook: You know it's not about being given questions to ask which was one thing that the program tried it there's something even more foundational about being able to ask questions yourself.

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00:13:18.210 --> 00:13:28.140

Sarah Westbrook: So it turns out that parents these parents are not alone in feeling like they weren't sure how to participate or how to come to the table.

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00:13:28.650 --> 00:13:42.060

Sarah Westbrook: This is a observable phenomenon that in an eight person group three people do 70% of the talking this is Lee thompson's work from 2013.

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00:13:42.660 --> 00:14:01.260

Sarah Westbrook: So there's a even with you know with any group of adults in many settings some of us feel more able to participate than others and questioning is just a key skill that can break into a situation where you may otherwise feel powerless.

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00:14:02.580 --> 00:14:08.070

Sarah Westbrook: So if questions are this powerful if there's this research, the standards.

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00:14:09.240 --> 00:14:16.680

Sarah Westbrook: Great scientists all kinds of thinkers talking about questions why aren't we all asking them.

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00:14:18.150 --> 00:14:36.270

Sarah Westbrook: And the research suggests it's because we're we're not learning how to ask them, so this is one study from 2016 that found only 27% of graduates believe that they know how to ask questions by the time they graduate college.

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00:14:37.290 --> 00:14:56.640

Sarah Westbrook: For those of us working in K 12 I think we know that that pattern begins long before college, so those of you, with three and four year olds will be familiar with this statistic your average three and four year old is asking nearly 30 questions an hour on average.

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00:14:57.960 --> 00:15:16.050

Sarah Westbrook: that's more than 10,000 questions, a year, at the same time there's research that suggests that college students are asking three a little more than three questions per hour and college students is a self selected group as well.

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00:15:17.940 --> 00:15:41.220

Sarah Westbrook: So if you dig a little bit further into which students are asking questions, there are some troubling patterns, you can see here that we have by high school high achieving students were asking on average 3.7 times more questions than middle and low achieving students.

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00:15:42.510 --> 00:15:49.080

Sarah Westbrook: there's also some evidence that suggests that gender plays a role in who is asking more questions as well.

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00:15:49.830 --> 00:15:59.340

Sarah Westbrook: So what this says to me is that there are students who could really benefit from questioning for advocacy for their learning.

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00:15:59.880 --> 00:16:16.020

Sarah Westbrook: And those are the students who are sometimes less likely to be asking questions, so we can do better, we can start to reverse that trend and that steep decline in questioning, and we can create more opportunities for all students.

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00:16:18.030 --> 00:16:28.050

Sarah Westbrook: make just one change was published in 2011 and, at the time, there were a handful of people who are using the question formulation technique.

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00:16:28.560 --> 00:16:41.340

Sarah Westbrook: And now it's been translated into several languages and we've partnered with several institutions, and so we, we now have

over a million teachers worldwide who are using this.

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00:16:42.240 --> 00:16:50.670

Sarah Westbrook: strategy that we're about to discover together, so what happens when students do learn to ask their own questions.

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00:16:51.270 --> 00:17:08.730

Sarah Westbrook: First there's a lot of research that I alluded to earlier, this is some research from John Hattie that confirms the importance of questioning he found that engaging in self-questioning improve students read of learning by nearly 50%.

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00:17:10.110 --> 00:17:22.470

Sarah Westbrook: And then there is evidence like this, this is from a ninth grade student who had failed his ninth grade English class and was repeating over the summer in Boston.

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00:17:22.950 --> 00:17:30.120

Sarah Westbrook: And what he said after learning the question formulation technique, was it the way it made me feel was smart.

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00:17:30.780 --> 00:17:40.320

Sarah Westbrook: Because I was asking good questions and giving good answers, so this is the type of testimonial Nancy and I get to hear often and.

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00:17:40.740 --> 00:17:54.480

Sarah Westbrook: This is why we do the work that we do, because the the feeling of empowerment that comes from being able to voice the question in a situation where you otherwise may not feel very much agency at all.

91

00:17:55.440 --> 00:18:13.590

Sarah Westbrook: So instead of telling you what the Q and T is the question formulation technique we're going to engage in one together and if you've done the Q and T before that's that's great because we have a new Q focus for you so.

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00:18:14.940 --> 00:18:23.520

Sarah Westbrook: Very briefly, the Q and T is a process through which individuals produce improve strategize and reflect on their own questions.

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00:18:24.960 --> 00:18:32.610

Sarah Westbrook: So the way we're going to do it today is primarily through the chat box and then we'll have periods, where you can unmute and.

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00:18:33.030 --> 00:18:39.360

Sarah Westbrook: participate verbally, if you want to, but you always have the option of participating in the chat box or verbally.

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00:18:40.260 --> 00:18:54.060

Sarah Westbrook: If you see the thought bubble, that means that we're asking you to do a little bit of individual work so you're going to want to have a piece of paper handy or a screen so somewhere that you can record your work.

96

00:18:54.540 --> 00:19:06.360

Sarah Westbrook: And then, when you see the chat box, that means that it's we're at a point where we want you to share we want you to jump in so i'll remind you, but when you see those icons you'll be reminded.

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00:19:07.740 --> 00:19:16.710

Sarah Westbrook: Alright here's our chance, so there are four rules for producing questions you're going to be asking as many questions as you can.

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00:19:17.280 --> 00:19:25.230

Sarah Westbrook: you're not going to stop to answer judge or discuss your questions you're going to write down every question, exactly as stated.

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00:19:25.620 --> 00:19:32.940

Sarah Westbrook: or in this case as you're working alone at first you're going to write down every question, exactly as it first comes to mind.

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00:19:33.600 --> 00:19:50.550

Sarah Westbrook: And then you're going to change any statements into questions so if you have any thoughts about which rules might be really difficult for you, you can pop that in the chat box now anything that might be difficult for you about following those four

rules.

101

00:19:58.170 --> 00:20:01.320

Sarah Westbrook: And i'm going to we've got number two yeah.

102

00:20:02.790 --> 00:20:09.180

Sarah Westbrook: And I seek cassie put it's hard not to give my students examples as the facilitator, yes.

103

00:20:10.440 --> 00:20:11.220

Sarah Westbrook: Number three.

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00:20:12.990 --> 00:20:20.820

Sarah Westbrook: Okay, thank you so you're all officially deputized i'm going to ask you to try to hold yourself to the rules for this next part.

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00:20:22.200 --> 00:20:25.620

Sarah Westbrook: And then ask you to number your questions as well.

106

00:20:27.090 --> 00:20:38.130

Sarah Westbrook: Okay, so we're for this we're going to do some individual questioning i'll time you i'm giving us i'm going to give us two minutes for this so.

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00:20:39.090 --> 00:20:56.130

Sarah Westbrook: i'd like you on your own sheet of paper now you're following the rules and your numbering your questions and it's any question that you have about this focus statement inclusion of all students in inquiry learning.

108

00:20:57.420 --> 00:21:05.280

Sarah Westbrook: So two minutes your time starts now write down your questions follow your Rules and we'll check back in.

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00:21:36.960 --> 00:21:46.050

Sarah Westbrook: Okay, so jot down your last couple words we're going to move on don't worry, you will have more time to add more questions as we go on here.

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00:21:47.790 --> 00:21:52.140

Sarah Westbrook: Okay So could I ask everybody to share.

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00:21:52.980 --> 00:21:59.010

Sarah Westbrook: Any any question that you wrote down and then, as people are sharing in the chat box.

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00:22:00.150 --> 00:22:08.460

Sarah Westbrook: read them and see if there are any new questions that are sparked for you, and if there are add them to your own list.

113

00:22:09.720 --> 00:22:20.190

Sarah Westbrook: So go ahead and share one of your questions any question in the chat box and read what others are writing and then, if something is sparked write it down.

114

00:22:23.520 --> 00:22:32.910

Sarah Westbrook: So i'm seeing how can udl be applied to the Q amp T y two boys ask more questions than girls, what are the sources of exclusion in the classroom.

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00:22:33.360 --> 00:22:41.160

Sarah Westbrook: What does it mean by inclusion, what happens if students want more directions and get frustrated on what level is a student included.

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00:22:41.670 --> 00:22:52.800

Sarah Westbrook: What does inclusion mean to specialists in schools, how can I support perceptions of learning when students are used to taking notes will sing taking notes what's inclusion.

117

00:22:54.900 --> 00:23:04.920

Sarah Westbrook: Okay, and a lot more questions so as things are coming up see if you can add any questions any new questions that are sparked for you, based on reading someone else's question.

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00:23:07.590 --> 00:23:17.010

Sarah Westbrook: I see how to use this to increase digital literacy do students need to prior knowledge on inquiry what prior knowledge to students have in relation to inquiry learning.

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00:23:17.700 --> 00:23:27.420

Sarah Westbrook: How can you encourage students to ask questions when they feel they don't have any questions, how do you start to engage E ll students with their various educational experiences.

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00:23:31.170 --> 00:23:34.470

Sarah Westbrook: And I see some new questions that are popping up in the chat box.

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00:23:36.060 --> 00:23:36.480

Sarah Westbrook: All right.

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00:23:37.650 --> 00:23:41.040

Sarah Westbrook: Okay, so and continue to add questions as we go here.

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00:23:42.690 --> 00:23:43.170

Sarah Westbrook: So.

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00:23:44.640 --> 00:23:49.530

Sarah Westbrook: You might see on your list closed ended questions and open ended questions.

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00:23:50.250 --> 00:24:03.150

Sarah Westbrook: There are a lot of different ways to define those two terms for the right question institute we define closed ended as any questions that can be answered, yes, no or with some other one word answer.

126

00:24:03.990 --> 00:24:17.400

Sarah Westbrook: Open ended questions are any questions that require more explanation beyond yes, no or one word so i'm going to quickly here i'm going to give you 30 seconds I think you can do it.

127

00:24:18.330 --> 00:24:28.440

Sarah Westbrook: Take a look at your list of questions and see if you can identify closed ended questions with the see an open ended questions with them oh.

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00:24:30.450 --> 00:24:36.570

Sarah Westbrook: And it's Okay, if you don't get through all your questions just try to label at least a few and i'll give you 30

seconds.

129

00:25:21.390 --> 00:25:29.790

Sarah Westbrook: That timer noise means your time is up again it's Okay, if you didn't label all of them, you just need a couple of them labeled.

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00:25:31.110 --> 00:25:42.150

Sarah Westbrook: So I am curious if you can share in the chat box I think about and closed ended questions on your list or you can think more generally about closed ended questions.

131

00:25:42.630 --> 00:25:54.720

Sarah Westbrook: What are the advantages, you see, to close ended questions if you can just share those in the chat box, so any advantages, you see, to the closed ended questions.

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00:26:10.770 --> 00:26:22.710

Sarah Westbrook: So I see, they often direct us to foundational knowledge, the five w's basic fact finding they can help with decisions can take to a deeper level philosophical.

133

00:26:24.120 --> 00:26:27.060

Sarah Westbrook: Students will see themselves getting it right more readily.

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00:26:28.470 --> 00:26:36.510

Sarah Westbrook: They can clarify misunderstanding, the good starting point a starting point, give students confidence quick response time.

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00:26:37.740 --> 00:26:44.880

Sarah Westbrook: Thank you, so what about the disadvantages, what are the disadvantages of closed ended questions.

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00:26:57.630 --> 00:27:05.250

Sarah Westbrook: I see shuts down discussion less responsibility or engagement, not enough information limited.

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00:27:06.300 --> 00:27:07.680

Sarah Westbrook: can limit new ideas.

138

00:27:09.450 --> 00:27:14.370

Sarah Westbrook: My concrete learners love them because they provide satisfactory and simplistic answers.

139

00:27:17.160 --> 00:27:20.940

Sarah Westbrook: How might they mislead doesn't always lead to new questions.

140

00:27:23.010 --> 00:27:25.350

Sarah Westbrook: Okay Okay, thank you.

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00:27:26.490 --> 00:27:34.620

Sarah Westbrook: so quickly advantages, you see, to the open ended questions now So what are the advantages to open ended questions.

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00:27:43.920 --> 00:27:53.490

Sarah Westbrook: I see the sky's the limit there is not often one right or wrong answer creates discussion sparks student interest requires more thinking.

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00:27:55.470 --> 00:28:02.430

Sarah Westbrook: makes it okay to ask anything of interest deeper learning prolong discussion of the topic Okay, thank you.

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00:28:03.900 --> 00:28:11.370

Sarah Westbrook: So disadvantages now any disadvantages, you see, to open ended questions.

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00:28:23.700 --> 00:28:25.080

Sarah Westbrook: I see overwhelming.

146

00:28:27.000 --> 00:28:37.680

Sarah Westbrook: Too much information and not get a direct answer difficult for struggling learners hard to find an answer short periods can get caught in the weeds.

147

00:28:39.420 --> 00:28:44.100

Sarah Westbrook: Question answer delay sometimes take time off topic.

148

00:28:45.810 --> 00:28:50.610

Sarah Westbrook: may mean a topic previously considered simple becomes complicated taking more time.

149

00:28:51.180 --> 00:29:11.160

Sarah Westbrook: Okay, so the point here is that there are advantages and disadvantages to both open and closed ended questions and in education, we sometimes have a assumption that open ended questions are inherently better when in fact closed ended questions can be very strategic.

150

00:29:12.180 --> 00:29:22.770

Sarah Westbrook: And they can lead to other questions so both are good and right, depending on the setting you're in and the information that you're seeking.

151

00:29:24.690 --> 00:29:32.790

Sarah Westbrook: Okay, so, because both are good i'd like you to try now if take a look at your list and see if there is.

152

00:29:33.300 --> 00:29:37.590

Sarah Westbrook: A call a closed question that you'd like to change into an open ended question.

153

00:29:38.040 --> 00:29:46.620

Sarah Westbrook: And an open ended question that you'd like to change into a closed ended question and then record those as new questions at the bottom of your list.

154

00:29:47.100 --> 00:30:04.020

Sarah Westbrook: And i'd encourage you to think about choosing a question, not because it seems like it might be easy to change, but because you really genuinely feel Oh, I wish i'd asked it in this way, so let's take a minute to try to do that.

155

00:30:05.190 --> 00:30:06.600

Sarah Westbrook: and your time starts now.

156

00:31:06.480 --> 00:31:08.700

Sarah Westbrook: get down your last couple words.

157

00:31:11.700 --> 00:31:19.830

Sarah Westbrook: And again, you can continue adding or tinkering with your questions, so you don't have to stop just because I said the time that stopped and we're moving on.

158

00:31:21.870 --> 00:31:22.260

Sarah Westbrook: So.

159

00:31:23.700 --> 00:31:47.520

Sarah Westbrook: i'd like you to think quickly about where you would place your priority questions so think about the Q focus, which was about inclusion and inclusion of all students in inquiry learning and then i'd like you to choose the three questions you're most curious to discuss further.

160

00:31:51.120 --> 00:32:06.060

Sarah Westbrook: Take about 30 seconds to choose those questions and after you've chosen them take a quick look where they fell in the sequence of your original list of questions so where they towards the beginning the middle or the end.

161

00:32:50.070 --> 00:32:53.310

Sarah Westbrook: Okay, so we're gonna move on.

162

00:32:58.800 --> 00:33:09.690

Sarah Westbrook: Alright, so what we normally ask you to do at this point is to think about how you will move forward from your priority questions, so what would you need to do.

163

00:33:10.200 --> 00:33:18.810

Sarah Westbrook: And what would you need to know in order to go about if not answering those questions move it taking a step forward with those questions.

164

00:33:19.620 --> 00:33:38.280

Sarah Westbrook: So i'd like you to just jot down i'll give us a minute here jot down a couple ideas you have where you would go next What would you look at next What would you do next, in order to begin exploring those priority questions that you named so one minute and your time starts now.

165

00:34:39.120 --> 00:34:39.690

Sarah Westbrook: Okay.

166

00:34:41.880 --> 00:34:50.490

Sarah Westbrook: Alright, so let's see if we can share and discuss a little bit so i'm curious about your priority questions.

167

00:34:50.820 --> 00:35:04.830

Sarah Westbrook: So any any of your priority questions that you're willing to share if you could share those in the chat box and then any ideas you had about what you would do next what your next steps would be about those priority questions.

168

00:35:41.730 --> 00:35:53.640

Sarah Westbrook: How can I best help all students to see the value and enjoyment and asking questions, how is inclusion specifically demonstrated, maybe brainstorm answers with all staff.

169

00:35:55.020 --> 00:35:55.590

Sarah Westbrook: Thank you.

170

00:36:02.040 --> 00:36:03.870

Sarah Westbrook: third priority questions.

171

00:36:07.590 --> 00:36:08.850

Sarah Westbrook: or some next steps.

172

00:36:15.840 --> 00:36:24.420

Sarah Westbrook: So I see how do I include all my students in the queue FT process, what are the sources of exclusion in the classroom.

173

00:36:25.920 --> 00:36:30.690

Sarah Westbrook: And who benefits from students being excluded talk to teachers.

174

00:36:32.880 --> 00:36:39.000

Sarah Westbrook: How does the Q amp T need to be adapted to become an inclusion tool videos resources.

175

00:36:40.440 --> 00:36:47.790

Sarah Westbrook: Will the age, make a difference in the inquiry

learning and why have a discussion, what are some barriers that might prevent inclusive it.

176

00:36:52.380 --> 00:36:59.490

Sarah Westbrook: Thank you all so much I am Nancy I don't know about you, but I am sort of dying to talk about.

177

00:37:00.600 --> 00:37:02.340

Sarah Westbrook: Many of these questions.

178

00:37:03.900 --> 00:37:09.150

Sarah Westbrook: And I do think in fact that Nancy will be talking about some of them in a minute.

179

00:37:10.800 --> 00:37:11.460

Sarah Westbrook: So.

180

00:37:12.960 --> 00:37:26.970

Sarah Westbrook: Some of you might have you'll you'll notice sequence is something we asked you to think about because it's metacognition so it's a way of thinking about where your priority questions were, and if you came to them initially.

181

00:37:27.390 --> 00:37:41.610

Sarah Westbrook: or were you inspired by something that someone else asked or was it a question that you worked on in tinkered with the form, and now it became a priority question so it's worth it's very interesting to think about that a little bit.

182

00:37:43.260 --> 00:37:44.400

Sarah Westbrook: Alright, so.

183

00:37:45.450 --> 00:37:57.900

Sarah Westbrook: The final step of the question formulation technique is about reflection so i'd like you to Just think what did you learn and how could you see using it.

184

00:37:58.920 --> 00:38:02.310

Sarah Westbrook: So what did you learn, and how can you see using it.

185

00:38:08.190 --> 00:38:20.850

Sarah Westbrook: And thank you so much for sharing the sequences in here it is it's really interesting to see I don't know Nancy if you've seen this it's very often a beginning middle and end pattern not always but often.

186

00:38:21.390 --> 00:38:29.940

Nancy Cohen: Well, and I also am always interested was it one of your first questions or was it one of the ones that you changed and played with.

187

00:38:30.210 --> 00:38:31.050

whoo.

188

00:38:33.300 --> 00:38:34.650

Sarah Westbrook: yeah this is interesting.

189

00:38:36.750 --> 00:38:42.600

Sarah Westbrook: Well um if you're anyone who is willing to share a reflection in the chat box.

190

00:38:43.650 --> 00:38:45.510

Sarah Westbrook: That oh we've got more sequences.

191

00:38:49.050 --> 00:38:51.780

Sarah Westbrook: yeah one came from transforming fee to oh.

192

00:38:56.460 --> 00:39:03.570

Sarah Westbrook: did anyone find that they there was a question that was sparked by reading someone else's question.

193

00:39:15.960 --> 00:39:18.360

Sarah Westbrook: Rich stole the question about exclusion.

194

00:39:22.440 --> 00:39:25.470

Sarah Westbrook: kathy's astounded by the questions other people ask.

195

00:39:29.400 --> 00:39:30.150

Nancy Cohen: Yes.

196

00:39:31.320 --> 00:39:42.270

Nancy Cohen: I think UFC helps any kind of formative evaluation to form one and in the middle of an activity or at the end of an activity that's insightful.

197

00:39:47.640 --> 00:40:04.320

Sarah Westbrook: Well, thank you all so much I want i'm pushing forward here because I think nancy's work particularly speaks to so many of these questions about supporting all students and what you know what inclusion could look like so.

198

00:40:06.150 --> 00:40:16.950

Sarah Westbrook: Thank you for engaging in the Q amp T and I hope that you have questions that are going to sort of stick with you are now because we can't answer all of them, but we can give you more questions.

199

00:40:18.720 --> 00:40:29.820

Sarah Westbrook: Okay, so very briefly the process, you went through is the question formulation technique and it fits all on this one slide here.

200

00:40:30.090 --> 00:40:45.180

Sarah Westbrook: it's a very simple process it's a deliberately simple process but you're doing very sophisticated thinking, all the way through which led to one student telling me that it makes your brain hurt, but in a good way so.

201

00:40:46.260 --> 00:40:55.110

Sarah Westbrook: you're doing three different and distinct types of thinking, as you move through the Q amp T first you're doing divergent thinking, which is very creative.

202

00:40:55.770 --> 00:41:07.200

Sarah Westbrook: Exploratory thinking that we all use often when we need to problem solve and make decisions you're also doing convergent thinking that's more analytical thinking.

203

00:41:07.560 --> 00:41:10.650

Melissa: That comes when you're transforming question I am.

204

00:41:11.370 --> 00:41:12.360

Melissa: starting a magazine.

205

00:41:13.800 --> 00:41:24.240

Sarah Westbrook: or when you are prioritizing your questions and then metacognition which is thinking about your thinking, and this is what makes the skill replicable.

206

00:41:24.780 --> 00:41:40.470

Sarah Westbrook: If you don't know how you came up with a question it's very difficult to come up with that question again or come up with a similar question so you reflected not just at the very end of the process, but also about the rules and about your sequence.

207

00:41:42.060 --> 00:41:49.260

Sarah Westbrook: So three types of thinking with one process and that's why that student said her brain hurt.

208

00:41:50.310 --> 00:41:51.210

Sarah Westbrook: At the end of it.

209

00:41:52.380 --> 00:41:57.390

Sarah Westbrook: Okay, so Nancy I am turning it over to you and you just tell me when you want me to click.

210

00:41:57.780 --> 00:41:58.410

awesome.

211

00:41:59.460 --> 00:42:10.800

Nancy Cohen: Alright, so I have a few different examples, but what I found is that you need different scaffolds every time you do it, and you have to think about the kids you're doing it with, and it may be different.

212

00:42:11.310 --> 00:42:21.450

Nancy Cohen: It totally was different remote than it was in person and i'll just try to share some things that worked for me with that I hope don't change the integrity of.

213

00:42:23.070 --> 00:42:38.760

Nancy Cohen: The first student that I have is a student who is both an

El taking access and in special ED and has speech and language services for language disorder and we were working on expressive language skills and he was.

214

00:42:39.900 --> 00:42:43.560

Nancy Cohen: Having his annual review and about to get a new IEP goal.

215

00:42:45.540 --> 00:42:51.390

Nancy Cohen: So we started out with the Q focus of the statement I have IEP goals.

216

00:42:54.270 --> 00:43:01.620

Nancy Cohen: And just let them brainstorm as many different questions about that as possible and and, mind you, this is a student who had had an IEP.

217

00:43:02.100 --> 00:43:12.750

Nancy Cohen: All through elementary school and through sixth grade and was beginning an IEP was just having a new annual review and he came up with quite a few questions.

218

00:43:13.020 --> 00:43:24.300

Nancy Cohen: what's an IP am I supposed to know what an IP is, can you tell me about my IP what R I P goals, do I do it alone do teachers help who does who else does this.

219

00:43:25.170 --> 00:43:32.970

Nancy Cohen: Is anyone going to do this does anyone I know do this do my friends know and what if what if my friends know.

220

00:43:33.390 --> 00:43:52.020

Nancy Cohen: So I think that what was eye opening to me was this student and had an IEP forever and I was just finding out that he had no idea really what his IEP was he didn't know what his goals were I didn't realize that he was having some stigma to those and I think we can click Sarah.

221

00:43:53.460 --> 00:43:54.180

Nancy Cohen: So.

222

00:43:55.230 --> 00:44:03.690

Nancy Cohen: outcome wise we started from square one, I was able to talk about special education and his speech and language goals and.

223

00:44:04.080 --> 00:44:14.310

Nancy Cohen: That we work on these things, because when you're putting special education, our ultimate goal is how to get out of special education, no students should stay in special education all their life.

224

00:44:14.700 --> 00:44:30.870

Nancy Cohen: Our goal is to exit and we just to give him an increased awareness and try to remove the stigma, but to be able to self advocate and ask questions is what qf T allowed us to do, and so.

225

00:44:31.470 --> 00:44:35.400

Nancy Cohen: We were able to have him, be much more of a part of his goal setting.

226

00:44:35.910 --> 00:44:46.380

Nancy Cohen: And we did a lot of talking about what his strengths and challenges were when we started talking about how he got his goals and where they come from and is evaluation and that.

227

00:44:46.830 --> 00:44:58.680

Nancy Cohen: elects allows us to talk about like What are his strengths and to kind of use strength based goals and using those strengths to help those challenges and.

228

00:44:59.790 --> 00:45:13.290

Nancy Cohen: You know, sometimes kids I can't say he had never been talked to before about this, but it was a way to really bring out all those questions that he had to really help them advocate for himself and understand that.

229

00:45:15.750 --> 00:45:18.000

Sarah Westbrook: And Nancy did you scribe for him.

230

00:45:18.540 --> 00:45:32.310

Nancy Cohen: So i'm looking at the board, and I did yeah and that's another point, interestingly enough when you're doing it in a group when we were in person like right now we're back in person, but we're still not.

231

00:45:33.060 --> 00:45:43.830

Nancy Cohen: Having our own pens sitting closely around a table together using big White Papers, right now, so right now, but when we were.

232

00:45:44.430 --> 00:45:50.280

Nancy Cohen: that's another scaffold you have to put in place when you're working with special ED kids when I would push into a classroom.

233

00:45:50.760 --> 00:46:00.510

Nancy Cohen: i'm not the teacher, I don't know everybody's writing skills in the class I would always ask first like who are your strongest writers and we kind of assign a scribe.

234

00:46:01.530 --> 00:46:07.140

Nancy Cohen: persona so that you can really think about the roles that the kids play in the process.

235

00:46:07.620 --> 00:46:17.130

Nancy Cohen: And really teach them, you know those rules, because a lot of my kids are English language learners and a lot of their questions come out grammatically incorrect.

236

00:46:17.550 --> 00:46:28.380

Nancy Cohen: But you know that our job is you write down exactly how it said if it's a question we're going to write it exactly how it's sad and maybe later and i'll show you on the next student.

237

00:46:30.420 --> 00:46:40.950

Nancy Cohen: So, this one is was also an English language learner but was in the general population without special ED classes, but had speech and language services and.

238

00:46:41.550 --> 00:46:48.720

Nancy Cohen: We mostly worked on his auditory comprehension, but also his reading comprehension and his language and literacy skills.

239

00:46:49.200 --> 00:47:04.650

Nancy Cohen: And so, he had difficulty asking himself questions, while

he read about what he was reading so he didn't always comprehend what he read and so qf T is just the perfect technique to get a kid asking questions as they read.

240

00:47:08.610 --> 00:47:15.180

Nancy Cohen: And we this I would be one on one with him in the speech room in my office and I love.

241

00:47:15.660 --> 00:47:23.250

Nancy Cohen: For kids who don't influence or predict 32nd mysteries it just happens to be a little game that I have that gives a case.

242

00:47:23.610 --> 00:47:29.460

Nancy Cohen: This one is a young girls abandoned by her family should be friends, a group of social outcasts and joins their gang.

243

00:47:29.760 --> 00:47:37.380

Nancy Cohen: After learning of the girls were about your family and friends finds her poisons her and the girls slips into a coma but does not die.

244

00:47:37.830 --> 00:47:44.490

Nancy Cohen: Normally, these give them about six or seven clues and I had been playing with this game with the clues.

245

00:47:44.820 --> 00:47:51.480

Nancy Cohen: And thought, what if we did a Q amp T instead and let him ask his own questions about what he read, instead of just.

246

00:47:51.780 --> 00:48:05.910

Nancy Cohen: handing him over the clues can he pull the questions out from it, to give enough to get enough information from his questions that he can figure out and make the inferences and make the predictions of what it is.

247

00:48:06.780 --> 00:48:17.820

Nancy Cohen: And this was this sixth graders first time doing a qf to T and if you haven't figured it out it's snow white and the seven dwarfs.

248

00:48:20.730 --> 00:48:21.900

Sarah Westbrook: I did not get that.

249

00:48:22.680 --> 00:48:25.350

Sarah Westbrook: I clearly did not ask enough questions man.

250

00:48:28.710 --> 00:48:36.450

Nancy Cohen: He was only able to come up so with him, we had to do some scaffolding first and the, the main thing that I did was.

251

00:48:36.750 --> 00:48:48.660

Nancy Cohen: do some pre teaching have some vocabulary, because there was some tricky vocabulary in there for an El sixth grader we talked about what does it mean to be abandoned, what does it mean to befriend somebody what what is an outcast.

252

00:48:49.380 --> 00:49:00.210

Nancy Cohen: To help really understand a little bit of what he read and then we did a circle map, which is one of the thinking maps if anybody's familiar with thinking maps they're wonderful tools also.

253

00:49:00.480 --> 00:49:08.910

Nancy Cohen: And sometimes we have to pair tools together sometimes it's I feel like it's like 31 flavors approach you know what two flavors go best together.

254

00:49:09.180 --> 00:49:19.140

Nancy Cohen: Like, how do we pick the tools that go well together, to help us and sometimes there are extra tools that I use that go with Q fit perfectly and.

255

00:49:19.440 --> 00:49:30.750

Nancy Cohen: Thinking maps has them brainstorm also so we just brainstorm question words because a lot of my El students and special ED students and speech and language students can't just think.

256

00:49:31.080 --> 00:49:41.340

Nancy Cohen: Of a question off the BAT and they can't just brainstorm questions, but if they have that list of question words visually in front of them, then they are able to.

257

00:49:41.700 --> 00:49:47.730

Nancy Cohen: start a question and think of a question and so again with the next slide Sarah there are.

258

00:49:48.090 --> 00:49:52.380

Nancy Cohen: He was only able to come up with four questions even like i'm done I can't think of any more.

259

00:49:52.650 --> 00:50:00.750

Nancy Cohen: His first one grammatically you can see he's kind of an El playing with Question words and it's how isn't she not dead, we have that.

260

00:50:01.050 --> 00:50:11.940

Nancy Cohen: awkward double negative I don't even know if he knew exactly what question, he was asking, who is in the gang, what does the poison do who made the potion so we chose.

261

00:50:12.540 --> 00:50:31.020

Nancy Cohen: We chose to change the question of how isn't she not dead, to make it a little bit more clear and we talked about how can we make that closed and he said issue dad you know so and then we changed, who made the potion, why did she poison her.

262

00:50:32.610 --> 00:50:45.870

Nancy Cohen: And talked about it and tried to pick out the answers in it, and then I gave him the clues that helped him answer his questions and he was able to come up with snow white and the seven dwarfs.

263

00:50:46.500 --> 00:50:57.150

Nancy Cohen: Now I have to be super careful you all of you who are very El oriented and that's your your group of kids in your classroom background knowledge is a significant.

264

00:50:57.690 --> 00:51:06.150

Nancy Cohen: Consideration so before we do any of these, we really have to pick and choose carefully, I will look through and see what are my.

265

00:51:06.930 --> 00:51:19.230

Nancy Cohen: 32nd mysteries and you know how which ones, am I going to use and I, you know which ones are the kids sometimes they don't get them at all and i'm like do you know the story of snow white and the

seven dwarfs and the answer is no.

266

00:51:19.470 --> 00:51:27.660

Nancy Cohen: And I realized I didn't do my job picking one that they have background knowledge in and my last one is so.

267

00:51:28.230 --> 00:51:42.090

Nancy Cohen: That we learned from from this, you know that oh my my next one is all about a group one, not a one on one anymore, and I work very much with a neuro the neuro a typical autistic kids.

268

00:51:42.630 --> 00:51:54.030

Nancy Cohen: And they have trouble asking questions in just conversation, and so you know it's tricky it's not about necessarily giving them the entire.

269

00:51:54.690 --> 00:52:04.320

Nancy Cohen: qf T procedure to do or the writing of it, but can I get these kids to realize the importance of questioning and practice questioning.

270

00:52:04.650 --> 00:52:13.830

Nancy Cohen: At an interpersonal level can they take the perspective of thinking about other people and thinking about what they would like to know about them.

271

00:52:14.430 --> 00:52:31.260

Nancy Cohen: and making themselves part of a Friendship Group, so I use this in conjunction again with another kind of strategy and that's another speech pathologist and a vegan and I think do we still have that slide in here, Sarah.

272

00:52:31.680 --> 00:52:33.630

Sarah Westbrook: Oh, I don't think so.

273

00:52:33.660 --> 00:52:34.410

Nancy Cohen: that's okay.

274

00:52:34.860 --> 00:52:40.620

Nancy Cohen: Okay, so it just in conjunction with like a visual cue of.

275

00:52:42.840 --> 00:52:57.540

Nancy Cohen: Tell me a story ask a question, you know i'll tell you a quick story, you have to ask me a question about it or i'll give you a statement, can you think of three questions to ask me about that statement so they're not necessarily deeper.

276

00:52:58.260 --> 00:53:05.100

Nancy Cohen: We hope there they aren't all just simple closed ones, but it's more up, they can be super simple but.

277

00:53:05.670 --> 00:53:13.320

Nancy Cohen: Are they on topic, are they related are do they make the person realize you're thinking about them and so.

278

00:53:14.250 --> 00:53:21.780

Nancy Cohen: In just we don't think sometimes about questioning in everyday life we go out with friends for a cup of coffee.

279

00:53:22.170 --> 00:53:28.020

Nancy Cohen: And they tell us about their weekend and it's never occurred to us that there are people who can't say like.

280

00:53:28.410 --> 00:53:39.960

Nancy Cohen: That sounds like fun, what did you do, or who did you do that with or why did you decide to go to the botanic gardens like that just don't ask questions about what other people tell.

281

00:53:40.440 --> 00:53:49.500

Nancy Cohen: If they're not interested in it, you know that it's just it's a skill to have socially, so in that respect it's just tweaked a little bit different.

282

00:53:52.620 --> 00:53:54.990

Sarah Westbrook: Nancy Thank you so much.

283

00:53:55.890 --> 00:53:57.420

Sarah Westbrook: I would encourage all of you.

284

00:53:57.720 --> 00:54:07.050

Sarah Westbrook: If you have questions for Nancy please put them in the chat box, I just want to make you aware of two more resources, this is a.

285

00:54:08.160 --> 00:54:15.060

Sarah Westbrook: This is all posted at rate question.org and I will put the link in the chat box again but.

286

00:54:15.390 --> 00:54:23.880

Sarah Westbrook: These are two teachers who are working with sheltered English immersion and they created a video for you, because they want it to be here and couldn't be here.

287

00:54:24.330 --> 00:54:45.030

Sarah Westbrook: About a food sustainability project, so if you're interested in them and how they scaffold the process, they have that video on right question.org, but they do a lot of what you just heard Nancy say the about the pre teaching the brainstorming sentence stems together.

288

00:54:46.350 --> 00:54:48.000

Sarah Westbrook: I love, some of these comments.

289

00:54:49.530 --> 00:54:55.560

Sarah Westbrook: And they have they have a few other ideas about different ways that you can scaffold the Q amp T.

290

00:54:56.760 --> 00:55:03.270

Nancy Cohen: i've used paddle it when we were in remote i've used paddle paddle it's a great way to get everybody.

291

00:55:04.590 --> 00:55:13.110

Nancy Cohen: On also jam board is a really nice way to get everybody adding stickies to one kind of question focus.

292

00:55:15.090 --> 00:55:24.840

Sarah Westbrook: I like that the Multi modality on those tools to like it's cool that you could respond in questions written questions or verbal questions.

293

00:55:25.950 --> 00:55:32.190

Sarah Westbrook: And this is the last resource, I wanted to share with everyone and you'll see a familiar face.

294

00:55:32.640 --> 00:55:53.220

Sarah Westbrook: down here Nancy was one of the educators who was instrumental in creating this resource, and this is a basically a two sided sheet from lots of different teachers across the country about just different tips and tricks for how they include all students when they do the Q and T.

295

00:55:54.450 --> 00:56:01.020

Sarah Westbrook: So I am I know we are, we are close to time here, but maybe we have time for a couple questions.

296

00:56:02.370 --> 00:56:03.660

Rich Cairn: yeah definitely have.

297

00:56:05.460 --> 00:56:06.570

Rich Cairn: A question in the chat.

298

00:56:09.480 --> 00:56:20.970

Sarah Westbrook: or a couple ideas i've also curious you know what any of you, there are resources or ways that you found to support students that you think are helpful and want to share that would be great.

299

00:56:22.440 --> 00:56:40.410

Rich Cairn: i'll also say that will be posting the resources from this webinar on our website, I put it in the in the chat is emerging america.org go in through the professional development sort of area and look for the short events section, but.

300

00:56:41.700 --> 00:56:46.590

Rich Cairn: We can also share it with all of you who enrolled in this workshop in this summer.

301

00:56:49.560 --> 00:56:59.250

Rich Cairn: Thanks Sarah and Nancy that was terrific I just always learned and just I feel better about my brain when i've been doing this.

302

00:57:01.260 --> 00:57:04.260

Rich Cairn: Just like yeah it's good it's good stuff.

303

00:57:08.370 --> 00:57:10.470

Sarah Westbrook: and see, I wonder what um.

304

00:57:11.610 --> 00:57:15.930

Sarah Westbrook: You know if, like what would you say to a teacher who.

305

00:57:17.520 --> 00:57:20.790

Sarah Westbrook: Is not sure that they want to try this.

306

00:57:22.230 --> 00:57:33.480

Nancy Cohen: So I mean it's easy for me i've let myself to some teachers like i've done it at a staff meeting and said i'm happy to come in any room and help the first time.

307

00:57:33.990 --> 00:57:47.520

Nancy Cohen: But you can't really do it wrong, you know so just try it it's pretty mapped out and anything that gets kids asking questions is helpful, so you can't really make a mistake.

308

00:57:48.990 --> 00:57:53.940

Nancy Cohen: i've done it where i've done all the writing on the whiteboard and been the scribe for a whole room.

309

00:57:54.330 --> 00:58:06.900

Nancy Cohen: doing it if that makes you more comfortable, the first time, but having kids when we get to this again in the world where they can have their heads, all over one piece of paper sharing a table is a beautiful thing.

310

00:58:10.110 --> 00:58:16.830

Sarah Westbrook: that's very comforting I like the I like that message that you can't do it, you can't do it wrong.

311

00:58:16.890 --> 00:58:17.490

Right.

312

00:58:19.560 --> 00:58:29.760

Sarah Westbrook: Well, I I really hope that we've left people with at least some new resources and places to go for more and hopefully some.

313

00:58:30.270 --> 00:58:46.650

Sarah Westbrook: You know, new questions about inclusion and what that means, and if you are pursuing inquiry like a lot of us are and a lot of the standards now are now what does that look like for all students, how can you design in such a way to include everyone.

314

00:58:47.940 --> 00:58:50.910

Rich Cairn: i'm going to stop the recording now so.