

Reflections on Inquiry, Gr. 7

Female: **[00:00]** Okay, what are your thoughts on inquiry? Yeah?

Student: Well, I like it because, like, you can—you get to learn what you're interested in. You're not just, like, handed a topic that, like, you—that you might not be as interested in.

Student: I think interest—inquiry's a good thing because it is a better learning experience for us because if it teaches us things—it teaches better communication skills with other people and if you are in a group with someone, let's say you might have—they might have information that you didn't have and it's also helping you learn more stuff about that topic.

Female: You said communication skills. How does it teach you better communication skills? And anyone else can add in.

Student: Because you are basically working with other people and it's ... You're communicating with them to—for the work.

Student: **[00:46]** It can also teach you how to work with groups because, like, most of the time you're not—like, you're conferencing with your group—you're conferencing with your group, you're picking your own due dates, you're, like, deciding how you're going to present it, so it teaches you how to work with groups and how to work in groups, too.

Student: **[01:01]** I think, like, by working in groups, it also teaches us responsibility because your group is depending on you to get information and, like, maybe do a PowerPoint. Also, I think it's more inde—makes you more independent in a way that you're not really, like, with the teacher and they're not teaching you. You're teaching yourself. And I think that really prepares us for the future because when you're older you're not going to have a teacher with you by your side when you have a question.

Student: **[01:29]** It also, like, lets you work at your own pace 'cause you get to set your own due dates and, like, everyone has, like, their own role and, like, how Lucas said. They each have, like, their own role and responsibility. So they work at their own pace, but, like, and then(?) all the group, like, it(?) gets something interesting to work on, so nobody's left out.

Female: Mm-hm.

Student: **[01:52]** I think that inquiry's really, really good because, as Ashley said, you get your own roles and the wonderings(?), as we did at the beginning, those are the groups that we fit into it. And every—well, what we did, each person in our group got assigned a question that fits into the wondering or the topic that we got, so we have to depend not only on ourselves but everyone else in the group. And it helps us to work together and it—it kind of helps us to gather the information and it helps clear things up, because if we're missing something we can always ask another person, and it's kind of like a puzzle and we all fit together.

Female: Great(?).

Student: **[02:29]** I think that inquiry teaches us a lot of in—leadership ski—skills because everybody has a part that they have to lead the class in. And even if the person usually isn't like a leader, like, they're usually one of the people that are more quiet,

they still have a chance to, like, teach the class about something. And if you're usually the leader in the group, then you—then you have a chance to, like, kind of share the responsibility of being a leader with your classmates.

Female: I like that, leadership skills. I think that's important. Anthony?

Student: Also, for what Lucas—to add onto what Lucas said about how it teaches you to, like, like, be in groups or, like, how it teaches you to be more independent instead of always rushing to the teacher for things, because, like, because my—like, for the other inquiry, my—my group and this other group, we booked the same day for lab time, so we had to, like, try to figure it out ourselves. But, like, it's easier to resolve, you know?

Female: Because you resolved it on your own, right?

Student: Yeah.

Female: Without someone stepping in.

Student: Yeah.

Female: Yeah?

Student: Also, to add to Ola's point from before, that we—like, their group had questions. My group also had the same—like, we each just chose our own questions and what you wanted to research, what you were interested in. Like, we all went to our Yes and so, and got our questions and then came back and made sure we didn't have the same questions, and just wrote it down on paper, "Oh yeah, this is what—this is what you're doing. This is what you're doing. This is due this—around this deadline," so ...

Female: So I heard that being said a couple times: you like that you're researching what you're interested in. How does that make it better? Lucas?

Student: I think, like, like, you're more passionate about the topic, so you can, like, really, like you put more effort into it, so therefore, you get a better mark and probably a better understanding of the topic.

Female: Ola?

Student: Well, what I've noticed, when I did it, since I was interested in it, when I did research at home it didn't really feel like homework.

Female: Mm-hm.

Student: It felt like just doing what you wanted to do and then sharing it with your friends back at school.

Female: Okay. Yeah, Anthony(?)?

Student: I also found that it was good because, like, you're not just, like, always, you know, like, open the textbook and reading, like, whatever's on the page. You can—you can, like, read what you're interested in. And like Ola said, like, when you—when you're doing it, you're not feeling like you—it's not—it doesn't feel like you have to do, like, work. It's—feel like something you're interested in so you—so you enjoy doing it.

Student: **[04:51]** Inquiry is also, like, when—when you have a top—pop—topic, you can expand on the topic and you can kind of, like, learn what you want to be learning from it. You don't always have to be following the textbook and, like, doing what they're trying to, like, follow you to—teach you to do.

Female: Mm-hm.

Student: Also from learning from your—from your friends. Your friends have a bigger influence on you rather than your teachers, in my opinion, so when you're learning from your classmates it's kind of like you want to, rather than with the teacher, you need to. So I think that's what—another thing I enjoy about inquiry.

Student: **[05:26]** I think in inquiry there's a larger variety of information than just in the textbook because if we do research from different sources, we can find things that aren't in the textbook and we can learn things that we wouldn't normally learn.

Female: Okay, so you're finding out more things then.

Student: Mm-hm.

Female: You know, and it's all different areas. Because remember when we looked at our success criteria, we had to show in a variety of ways and you had to show a variety of resources?

Student: Mm-hm.

Female: Well, you were sort of encouraged to pull all these different sources and then that's how you taught the class.

Student: **[05:53]** Inquiry is basically about asking and answering questions on your own knowledge, and everyone has that natural curiosity, so ...

[END OF RECORDING – length, 06:08]