Collaborative Inquiry
An Annotated Bibliography

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1. Board, Alison. “Student Engagement and Success Using an Inquiry Approach and Integrated Curriculum in Primary Education.” Canadian Children 38, no.2 (Fall 2013): 41-44.

This article demonstrates how student engagement and success are achieved using an inquiry approach and integrating the curriculum. The author outlines how she initially planned for this outcome by selecting four questions that were provided for the Toronto District School Board’s Teaching and Learning Critical Pathways for literacy. She then documents the children’s responses throughout the inquiry to assess their understanding. Subquestions, rich narrative stories, and knowledge building were used to support the children’s learning in a deeper context. Ultimately, the children with the most challenges in reading and writing were able to demonstrate their knowledge using a variety of assessment forms that included oral responses, visual arts, science journals, and technology.

2. Clarke, John H. “Invested in Inquiry.” Educational Leadership 69, no.5 (February 2012): 60-64.

The article discusses the student-centered education program at Mount Abraham Union Middle/High School in Bristol, Vermont, called the Pathways program. The author looks at the school’s curriculum combination of traditional classes with individualized inquiry-based student programs. Topics include the program’s focus on student individuality and independence, as well as a personalized time structure for courses that is based on individual student motivation. The author also comments on the program’s collaboration with community mentors who participate in student assessment.


The article discusses the highlights of an Inquiry Summit held by ABC-CLIO in summer 2012. The event tackled various issues concerning inquiry in education. Topics discussed include the definition of inquiry learning, how and why inquiry learning should be integrated in teaching and learning, and the best strategies for implementing inquiry in schools.


The article discusses teacher leadership styles such as collaboration and activism, and describes the Mills Teacher Scholars student learning research group in California and the 2012 Chicago Teachers Union strike in Illinois. Inquiry based learning for teachers, communication in education, and teachers such as Michelle Strater Gunderson are discussed, as well as educational reforms in Illinois.


In this article, the author discusses teacher leadership and teacher effectiveness in the U.S., as well as classroom management, teacher development, and teacher collaboration. Parent participation in education and parent-teacher communication are discussed, as well as inquiry method for teachers, standardized tests, and educational reform.

The roles of library and teacher are evolving as schools are faced with new technology and the challenges that accompany attempts to integrate technology effectively. In this article the author explores the changing library and the unique role of teacher librarians and proposes the technological, pedagogical and content knowledge (TPACK) model as a framework to guide librarians and teachers in their new work and describes implications for schools and libraries based on the TPACK framework as a model for collaborative inquiry.


In this article, the author gives an overview of an instructional framework that takes students through the four components of inquiry: engage, explore, explain, and extend. The author describes the central aspects of each inquiry phase, the types of questions students might consider, assessments that check readiness to progress to the next level, and what reflective teacher practice might look like at each phase. [http://www.ascd.org/ascd-express/vol8/821-marshall.aspx](http://www.ascd.org/ascd-express/vol8/821-marshall.aspx)


Models of teacher-driven inquiry have existed for many years (e.g., Little, 1982). However, with increased support and attention to teacher collaborative processes, both within schools and across them in hubs and networks, the role of teacher inquiry is emerging as a critical part of the daily work of teachers. In effect, collaborative teacher inquiry is rapidly becoming a commonly held stance within professional practice in Ontario. This monograph identifies seven characteristics of collaborative teacher inquiry on the basis of research literature, as well as on the current work of Ontario teachers, principals and board leaders. [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html)


This monograph is based on the understanding that inquiry is not an occasional classroom event, but lies at the heart of learning in all subject areas. Designed for teachers who are beginning to include inquiry as an approach to learning, it anchors the inquiry process in four key phases and identifies teacher and student actions for each. [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html)


This monograph reviews key characteristics of inquiry based learning that offer promise in supporting students to become thoughtful, motivated, collaborative and innovative learners capable of engaging in
their own inquiries and thriving in a world of constant change.

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html


   In this article, the author describes the experiences of two teachers in engaging students in reading by building personal connections to their personal identities and reading interests. The author describes their approach as similar to becoming connoisseurs of the literacy lives of the students and chronicles how the student teachers interacted with students regarding their use of technology and desire to read comic books. Teaching methods based on inquiry learning are explored and conversations between the student teachers and their students are highlighted.


   The article discusses ways in which creating videos can be used as a motivating factor to engage middle school students in project-based learning. The authors argue that video production tasks allow students to demonstrate their writing and reading skills as well as their grasp of content knowledge. Definitions of multimodal literacy and project-based inquiry instruction are provided along with an overview of how the authors implemented a pilot project focused on student-led cinéma vérité productions of educational films.


   The article discusses a collaborative online book club and inquiry project implemented for students from Murray Lake Elementary School in Lowell, Michigan and West Maple Elementary School in Birmingham, Michigan. The authors address the process of selecting appropriate books and organizing online student discussion groups, and special attention is paid to the role of student mentors and authors of the selected books in generating discussion. Students' research on issues related to the books is highlighted, including discussions of presentation and reflection, and special attention is paid to the book club project's application to the U.S. Common Core State Standards and National Educational Technology Standards (NETS).


   This article focuses on the role of the school principal in curriculum leadership for inquiry-based learning. Drawing on data collected in a study of inquiry-based teaching and learning in an elementary school in a large Canadian city, and in particular on interviews with the school principal, the authors explore the important role of the principal in leading and sustaining inquiry in schools. They organize their presentation around three significant themes that emerged from their analysis: (1) the role of the
principal’s prior experience of inquiry-based teaching and learning practices, (2) explicating the nature of the work of the principal in leading inquiry-based teaching and the dilemmas of that work, and (3) the (principally systemic) elements of the educational working environment that detract from efforts to enact and sustain inquiry in schools.