

ACTIVITY 5.3: INQUIRY BRIEF FEEDBACK

Time: Variable depending on how many people are assigned to a group

Materials: Handout “Inquiry Brief Tuning Protocol—Six Steps to a Fine-Tuned Plan for Inquiry,” enough copies of each individual’s inquiry brief for each group member

Preparation: Ask participants to bring with them copies of their own inquiry briefs created using the sample inquiry briefs that appear at the end of Chapter 5.

Step 1: Review each step in the Inquiry Brief Discussion Protocol in Handout 5.

Step 2: Have participants form groups of three or four people each. Instruct them to follow the steps of the protocol for each member of their group to ensure that each group member receives valuable feedback.

See the handout “Inquiry Brief Tuning Protocol—Six Steps to a Fine-Tuned Plan for Inquiry” that follows.

INQUIRY BRIEF TUNING PROTOCOL—SIX STEPS TO A FINE-TUNED PLAN FOR INQUIRY

Suggested Group Size: Three or four

Suggested Time Frame: 15–20 minutes per group member

Step 1: Select a timekeeper.

Step 2: Have the presenter hand out a hard copy of the inquiry brief to each member of the group.

Step 3: Have group members silently read the inquiry brief, making notes of issues/questions they might like to raise in discussion with the presenter. (4 minutes)

As group members read the brief, have the presenter engage in a writing activity to complete the following sentences:

- Something I would like help with on my inquiry brief is . . .
- One thing this group needs to know about me or my proposed inquiry to better prepare them to assist me is . . .

Step 4: At the end of 4 minutes (or when it is clear that every member of the group has completed reading and taking notes on the inquiry brief, and the presenter has finished his or her response to the writing activity), have the timekeeper invite the presenter to read his or her sentence completion activity out loud. (No more than 1 minute)

Step 5: Participants talk to each other as if the presenter were not in the room, while the presenter remains silent and takes notes. (10 minutes)

Ask participants to focus on each of the following:

Provide warm feedback on the inquiry brief. This is feedback that is positive in nature and identifies areas of strength. (1 or 2 minutes)

Address the area the presenter would like help on and discuss the following questions: (8–10 minutes)

- a. What match seems to exist (or not exist) between the proposed data collection plan and inquiry question?
- b. Are there additional types of data that would give the participant insights into his or her question?
- c. Rate the doability of this plan for inquiry. In what ways is the participant's plan meshed with the everyday work of a teacher?
- d. In what ways does the participant's proposed timeline for study align with each step in the action research process?
- e. What possible disconnects and problems do you see?

Step 6: Have the timekeeper ask the presenter to summarize the key points made during discussion that he or she wishes to consider in refining the plan for inquiry. (1 minute)