

ACTIVITY 6.1: THREE LEVELS OF TEXT: CONSIDERING ETHICAL DIMENSIONS FOR MY WORK AS AN INQUIRER

This activity was modified from a protocol titled “Three Levels of Text Protocol,” by Camilla Greene of the Southern Maine Partnership from the School Reform Initiative and National School Reform Faculty websites. Please visit their websites (<https://www.schoolreforminitiative.org>; www.nsrffharmony.org) for additional text-based protocols that can be utilized to discuss this chapter.

Time: 25–30 minutes

Materials: *The Reflective Educator’s Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry*, Fourth Edition, one highlighter for each participant.

Step 1: Create groups of three participants. Ask the person in the group with the longest hair to serve in the role of timekeeper. The timekeeper must have a watch or borrow a watch from another member of the group. The timekeeper also participates.

Step 2: Ask each person to open up *The Reflective Educator’s Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry*, Fourth Edition, to Chapter 6. Ask participants to read Chapter 6 silently and to identify one passage (plus a couple of backups) that he or she thinks may have important implications for his or her work as an inquirer.

Step 3: When the group is ready, the person in the group whose first name comes first alphabetically begins a three-level process to debrief the text in relationship to his or her own work as an inquirer. This three-level process is completed in 3 minutes or less:

Level 1: Read aloud the passage he or she selected in Step 2.

Level 2: Say what he or she thinks about the passage (interpretation, connection to past experience, etc.).

Level 3: Say what he or she sees as the implications of the passage for his or her work as an inquirer.

Step 4: Other members of the group respond for up to 2 minutes to what has been said.

Step 5: The same process is repeated for each member of the group.

Step 6 (Optional): Facilitate a whole-group discussion about Chapter 6 and the ideas and questions raised as the individual groups of three discussed a passage from the text and the implications that passage might have for their work as inquirers.