

## Activity 4.1: Wondering Refinement Partner Talk.

*At the end of Chapter 4, the authors state:* Recall in Chapter 2 that we defined a *wondering* as “an intentionally refined question that frames and focuses an inquiry.” As such, your wondering is the foundation of your plan. In Chapter 2, you brainstormed many potential questions of interest. As you plan your inquiry, it is time now to further focus, claim, and refine it. *This activity helps readers “play” with their question once it is initially articulated.*

### WONDERING PARTNER DISCUSSION

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**Time Frame: 12 MINUTES PER PARTNER**

**Step 1: Framing and Sharing Your Wondering** (2–3 Minutes)—Presenter shares the issue/tension/dilemma/felt difficulty that led to their wondering and then states their question

**Step 2: Wondering Conversation** (5 Minutes)—Partner poses the following probing questions about the wondering and what led to it:

- What is most important for you to learn related to your wondering?
- In what ways might your student(s) benefit from your exploration of this wondering?
- What aspects of your wondering are within your control? Outside your control? In what ways does your question reflect what you can control?
- Does the wondering jump to the “taking action” step of inquiry before the underlying tension/dilemma/felt difficulty has been investigated?
- Is your wondering posed to “fix” student(s)? If so, what student assets/strengths can you capitalize on to reframe your question?
- Does the wondering jump to any conclusions about the origins of the problem of practice? Does it leave room for investigating individual, community, and/or systems-level factors that may be relevant?
- What do you already know about the topic of your wondering? In what ways might gaining insights into your question enhance what you already know?

**Step 3: Fine-Tuning the Question and Thinking Ahead** (3–4 Minutes)—Based on what transpired during Steps 1 and 2, work together to fine-tune the wording of or reframing the wondering.

**TIP:** *Wonderings are generally not phrased as dichotomous (yes/no) questions. If a question is phrased dichotomously, try rewording using the following question starters*

- How can I/we . . . ?
- In what ways does . . .
- What is the relationship between . . .
- How do students/teachers/colleagues experience . . .
- What happens when . . .
- How does . . .

If time allows, discuss possible data collection strategies that might provide insights into the wondering (See *The Reflective Educator’s Guide to Practitioner Inquiry* (5th edition), Chapter 4, Exercise 8, p. 187)

**Step 4: Partner Thanks.** Thank your partner for helping you think through your wondering.