

## Activity 7.2: Inquiry for Equity Triad Discussion

*This activity was based on the protocol titled “Microlabs,” originally developed by Julian Weissglass for the National Coalition for Equity in Education at the University of California, Santa Barbara. Microlabs uses a highly structured format to address a specific series of questions. Please visit SRI’s website ([www.schoolreforminitiative.org](http://www.schoolreforminitiative.org)) for additional protocols that can be utilized to discuss this chapter.*

**Time:** Approximately 30 Minutes

**Materials:** Paper and pen for each participant; Visual of three questions to be revealed one at a time on PowerPoint slides or chart paper

**Step 1:** Facilitator divides a larger group of individuals into groups of three. Each group of three counts off 1-2-3, so that each member of the triad is assigned a number.

**Step 2:** Facilitator explains that she will reveal a series of three questions about the contents of Chapter 7 in *The Reflective Educator’s Guide to Practitioner Inquiry* (5th edition), *Fifth edition*, one at a time. After each question is posed, she will provide one minute of silence for everyone to think about their response to the question and jot down some notes in writing. Following this minute of silence, each person in the triad will have one minute to respond to the question with the other two members practicing active listening. Facilitator will call time at the end of each minute. For each question, members of the triad will respond in a different order, as designated by their numbers 1-2-3.

**Step 3:** Display Question #1 visually and read aloud: “What is your most important take-away from Chapter 7 in *The Reflective Educator’s Guide to Practitioner Inquiry* (5th edition) (Contributing to the Creation of More Equitable Schools and Classrooms: The Why of Inquiry)?

**Step 4:** Provide one minute of silence for individuals to jot down some ideas in response to this question.

**Step 5:** Invite each member of the triad to respond for one minute, in the following order: Triad Member #1, Triad Member #2, Triad Member #3.

**Step 6:** Repeat Steps 3 to 5 above with the following questions and order of response:

- Question #2: How can the take-away you described in response to Question #1 impact your work as a teacher researcher in the future? (Response Order: Triad Member #2, Triad Member #3, Triad Member #1)
- Question #3: What is one specific goal you have as a teacher researcher related to the creation of more equitable classroom and schooling experiences for the children you serve? How could engagement in inquiry help you achieve that goal? (Response Order: Triad Member #3, Triad Member #1, Triad Member #2)

**Step 7: (Optional)** Lead a whole-group debrief as triads share some of the more important points that arose in their group based on responses to each of the three questions posed about Chapter 7.