

# **Workshop 6.**

## **Bring It All Together: Processing for Meaning During Inquiry**

Making meaning from investigations and experience requires that you guide student dialogue, encouraging your students to make connections, draw conclusions, and ask new questions. This program looks at the rationale for this kind of processing, and strategies that can help students construct new mental frameworks.

# On-Site Activities and Timeline

## Getting Ready

30 minutes

### Share Homework (20 minutes)

Organize into groups of two or three by grade level to look at samples of your students' work. Discuss the nature of the work. Does the sample represent the students' own data collection, or was it copied from somewhere or someone else? Who organized the data or information, and how well was that done? Is there evidence that the students used the data? How might students use it if they have not already?

### Focus for Viewing (10 minutes)

The focus of this video program is on processing for meaning during the inquiry experience—how students think about the data, synthesize information, and draw conclusions.

As a group, discuss what you would expect to see in an inquiry classroom when students process for meaning. Take notes during the discussion to review after the program.

## Watch the Workshop Video

60 minutes

### Video Pause Point

Discuss the following elements of the video clip:

- Are the children beginning to draw conclusions?
- What do you think the children are learning?
- Where should the teachers go next?

## Going Further

30 minutes

### Discussion (15 minutes)

As a group, review your notes from the pre-viewing activity on what you would expect to see in an inquiry classroom when students process for meaning. Add to your lists anything from the program that has sparked your thinking about processing for meaning.

### Discussion (15 minutes)

In pairs, talk about your challenges in this area. How might you address them?

# For Next Time

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## Homework Assignment

This week, tape-record a discussion with your class that involves processing for meaning. Listen to your own conversation. Note in your journal how much you talk versus how much the students talk. Listen to the nature of the students' discussions. Describe how they share, debate, construct reasonable explanations, and make connections. Prepare a five-minute excerpt—one that raises an interesting challenge or real success in facilitating discussion—and bring it to the next session to share with the group.

## Reading Assignment

You will find the following assignment in the Appendix of this guide (pages A-80 through A-89), or you can find it at <http://www.exploratorium.edu/ifi/resources/workshops/artofquestioning.html>.

- **The Art of Questioning**, by Dennis Palmer Wolf

## Find Out More

Go to [www.learner.org/channel/workshops/inquiry](http://www.learner.org/channel/workshops/inquiry) and click on **Find Out More** for a list of monographs, essays, articles, and books that further explore the topics from this workshop.

# Notes

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