Using Inquiry-Based Learning and Journaling as a Viable Assessment Strategy for Engaged Scholarship

Haley J. Sankey
hjs142@psu.edu

Jane Sutterlin
jes17@psu.edu

Maria Scalzi Wherley
mrs110@psu.edu
Agenda

• Introduction and project background
• Intro to Inquiry-based learning (IBL)
• IBL in the real world – an example and discussion
• Assignment!
• Bio break and time to begin work on prompts and related rubrics fit to participants' needs
  • Develop or adapt plans for using journaling as a viable assessment strategy
  • Participants who do not have their own plans or materials will be asked to engage with scenarios provided by the instructors
• Exchange ideas, ask questions, receive access to the Workbook
"Reflective learning itself is significant in formal education, but it plays an important role in most experiential learning."

- J. Moon, 2004

A Handbook of Reflective and Experiential Learning: Theory and Practice

“It is not enough just to have an experience. Reflection directs that experience to learning and deeper insights”

- Stevens and Cooper, 2009

Journal keeping. How to use reflective writing for learning, teaching, professional insight, and positive change.
"Upon arriving, we set up our tents which were very small but suitable for what we were going to be doing. We finished the night with a short nature walk up a nearby mountain. After this hike, I took it upon myself to sneak out for some additional sight-seeing and went out to the rivers created by glacial run off. With the long day coming to an end me and my tent mate hopped into our sleeping bags and rested up for the next day ahead."

"I sat on some moss to relax and enjoy my peanut butter and jelly sandwich, cookies and fruit that I had packed for myself. Our lunch break was approximately thirty minutes until we decided to continue on our way."
The Inquiry Method of Teaching

Discussion Reflection

Phase 4

Orientation Exploration

Phase 1

Investigation Clarification

Phase 2

Conclusion Refinement

Phase 3
This is Jane
Jane builds a shed
Ask attendees about experiences where they used the following types of questions/processes

• Purpose
• Other potential solutions?
• Process
• Challenges faced
• Questions raised
Phase 1 Orientation and Exploration

Instructor
- Gathering background info
- Understanding of situation
- Questioning
- Defining problems
- Refining questions
- Generating hypothesis
- Searching for information
- Making predictions

Student
- What did I experience today?
- What didn’t I expect from my experience?
- What skills did I use to navigate the experience?
- How did this compare to what I already know?
- What hypothesis am I considering and why?
Phase 2 Investigation and Clarification

Instructor
• Investigation
• Exploration
• Design experiments
• Planning
• Observation
• Generation of ideas
• Experimentation

Student
• What will I do to learn more?
• What resources are available to me?
• Are there existing examples I can learn from?
• Who can I talk to who will deepen my understanding?
• What other perspectives should I consider?
Phase 3 Conclusion and Refinement

**Instructor**
- Investigation
- Exploration
- Design experiments
- Planning
- Observation
- Generation of ideas
- Experimentation

**Student**
- What conclusions am I drawing?
- How does my learning connect to prior knowledge?
- How can I outline my plan of action?
- What are the timeline and budget considerations?
- Is there more I need to understand and know?
Phase 4 Discussion and Reflection

**Instructor**
- Investigation
- Exploration
- Design experiments
- Planning
- Observation
- Generation of ideas
- Experimentation

**Student**
- How will I share findings from my experience?
- Did I encounter any surprises?
- What are the challenges to plan implementation?
- What new outcomes can I further investigate?
- What has the experience taught me?
Shed Journaling Using IBL

Experience Time Frame

Phase 1: 10%-20%
Phase 2: 20%-40%
Phase 3: 20%-40%
Phase 4: 10%-20%

Shed

Orientation and Exploration
Investigation and Clarification
Conclusion and Refinement
Discussion and Reflection

Penn State
Experience Time Frame

Phase 1
10%-20%

Phase 2
20%-40%

Phase 3
20%-40%

Phase 4
10%-20%

Shed

Identifies a Need

Journaling Using IBL

Orientation and Exploration

Investigation and Clarification

Conclusion and Refinement

Discussion and Reflection
Shed

Phase 1
10%-20%

Identifies a Need

Phase 2
20%-40%

Looking into options, doing research

Phase 3
20%-40%

Choosing shed type/size/location, identifying materials, identifying and refining the process

Phase 4
10%-20%

Implementation, sharing, reflecting (on process, best option, etc.)

Journaling Using IBL

Orientation and Exploration

Investigation and Clarification

Conclusion and Refinement

Discussion and Reflection

Experience Time Frame

Penn State
“In Iceland, I learned that gender equality is of big importance. Here they have both maternity and paternity leave to ensure that a child is taken care of by both parents. In addition, Iceland has closed the pay gap between women and men by having companies give each gender the same salaries for the same jobs. It was refreshing to see this country taking action to correct social unfairness. After witnessing gender equality in Iceland, I believe this concept could be a reality in the United States. It encouraged me to strive for gender equality in my own country.”

“Part of being a good community member is helping others however you can. We all do better when we all do better. Encouraging my friends to challenge themselves and face their fears helps them to grow. Growth is always improvement, as far as I’m concerned.”
Purpose of workbook

✓ Increase ability to use journaling as a valid assessment tool
✓ Better capture learning through journaling
✓ Encourage continued curiosity (using IBL)
✓ Continue to standardize and legitimize journaling
Work time
Activity Scenarios Exercise

35 minutes

• Identify each phase in your scenario and what you’d want students to be doing at each phase

• Develop journaling prompts for your scenario

• Develop rubrics (if time)
Scenario #1: Research

- Semester long (15 weeks) research opportunity
- Supported by faculty and funding

Scenario #2: Internship

- Semester long (15 weeks) internship with associated credits
- Professional setting
Lessons learned/conclusion

• Timely feedback challenges
• Unwillingness to execute assignment with appropriate level of effort
• Privacy concerns
• Teaching students how to journal
Retrieve your copy of the workbook *Journaling: An Assessment Tool for Student Engagement* at this link: open.ems.psu.edu/node/1467
Thank you!

Using Inquiry-Based Learning and Journaling as a Viable Assessment Strategy for Engaged Scholarship

Haley J. Sankey
hjs142@psu.edu

Jane Sutterlin
jes17@psu.edu

Maria Scalzi Wherley
mrs110@psu.edu