College-Ready:
Collaborative Instructional Design & Practices to Promote Student-Centered Inquiry & Information Fluency
Brenda Boyer, M.L.S. & Alison Kocis-Westgate, M.Ed. 2013

Goals
• collaborative instructional design and practices
• learning scaffolds (supports)
• inquiry/research assessment elements

How do you define student-centered?
What approach do you find best for starting and guiding learners through the inquiry process?
What do you see as the greatest weakness in your students’ approach to an inquiry project?
Major studies in the past 4 years have shown that students entering college are not prepared to do college-level research (Project Information Literacy, 2010; Pew Internet Research, 2012)

- 84% didn't know how to begin inquiry / research
- 66% didn't know how to narrow / focus a topic
- 62% didn't know if their sources are credible
- 46% didn't know if they have done a good job
Critical & Metacognitive thinking

Thinking about:
- **thinking** [knowledge of cognition]
- **strategies you use to learn** [regulation of cognition]

Connected to:
- higher score on SATs/ACTs
- higher achievement in college
- better critical thinking
- better inquiry/research

Relevance
WHY Student-Centered?
Relevance
Engagement
Performance
Transfer

WHAT Makes it Student-Centered?
• topic selection
• peer collaboration / review
• personal feedback
• level / types of scaffolding
• differentiation

Preparing them for future research
Instructional Design
Meeting needs of target learners
Common Core State Standards
How to build in rigor/complexity
Nonfiction Reading strategies
Writing strategies
Support rigor:

Tasks
Resources
Scaffolds
Assessments

HOW to:

• Guide learners by integrating skills, tasks, & supports
• Create consistency
• Improve communication
• Reduce cognitive load
• House quality resources

HOW to:

• Break down complex tasks & explain their purpose
• Foster conversations & writing to THINK & REFLECT
• Emphasize PROCESS over product
• Encourage self assessment
• Foster feedback L/L; T/L
Courseroom

Making Connections: Visualizing Information

Activities:
- mapping/sketching out the relationships between topic, subtopics, and related concepts
- creating a graphic organizer to demonstrate understanding of relationships and connections within the topic
- reviewing peers ideas
- reflecting

Purpose & Outcomes

Frequently Asked Questions: Why do we use the template? Why can't we just "do" the paper?
- The template serves several purposes:
  - It is a "workspace" where you show your work (just like in math);
  - It is an advance organizer for your work (so you think about what you are working on);
  - It provides the space to keep track of the progress you are making with your ideas through the use of evidence (of resources);
- It promotes your learning.

Learning Outcomes:
1. Students demonstrate reasoning among concepts using a tool to make a visual representation that contains a minimum of 5 concepts.
2. Students recognize gaps in information and use this knowledge to support the revised information.

Standards:
- CCSS.ELA.L.11-12.1: 11-12.R.1.5, 11-12.R.2.2

Consistent Expectations

Keep Yourself on Track:
Every day:
- Work on/check your template
- Work on your journal
- Keep looking for sources
- Read peers
- Look at the research
- Turn in feedback
- Review the Activities and Learning Outcomes
- Follow the Scoring Rubric(s) for the current unit
- You are responsible to
Instructional Resources

Images by B. Boyer
Scaffolds supporting learning

Inquiry Reflection Journal

- Topic: Scaffolding
- Date: 7/18/14
- Duration: 2 hours

Reflect on Ideas
- Write down your initial thoughts and questions about the topic.
- Consider what you already know about scaffolding and how it might be applied.

Organize Thoughts
- Create a outline or mind map to organize your ideas.
- Identify key concepts and subtopics.

Research
- Consult various sources such as books, articles, and online resources.
- Look for examples of scaffolding in different contexts.

Make Notes
- Record important information and insights.
- Highlight key points in your notes.

Write
- Start drafting your paper or presentation.
- Include an introduction, body, and conclusion.

Edit
- Review your initial draft for coherence and clarity.
- Check for grammar and spelling errors.

Revise
- Make necessary changes to improve the overall quality of your work.
- Ensure your arguments are well-supported by evidence.

Research Rubric

- MLA Style
- APA Style
- Chicago Style

- Cite all sources appropriately.
- Use a consistent citation style throughout your work.
Excerpt from Student Justification Paragraph:

More exposure to the positive effects of theatre on autistic youth can help reduce the amount of medications that are prescribed. Parents who place their autistic youth into theatre classes often report seeing a completely different child after a few weeks in the class. The children are excited about something and become inclined to utilize what they learned in therapy in their everyday lives. Theatre allows autistic youth to be free and it allows them to realize their own potential.
Writing to THINK Exercises

Guiding Questions for Inquiry/Research Strategy

Guiding Questions:
Based on your preliminary reading, develop three guiding questions for the inquiry. Your questions must reflect a narrowed focus for your topic.
1. 
2. 
3. 

Research Strategy:
Using the model in Unit 2 (Creating a Research Strategy for a Topic? Do a Need4Quote), list your research strategy here:

Writing to THINK Exercises

How do different programs around the country aim to help kids with autism?
What different techniques can be used to help kids become more comfortable interacting in social situations?
Why are there more programs seeking new therapies?
Am a lot of new programs emerging for autism therapy?

- Why were the Special Forces first created?
- What were some of the major engagements they were involved in?
- How do they differ from conventional forces?
- How has their mission as an unconventional force changed?
- What misconceptions exist about SF?
- What type of training do the soldiers undergo?
- Is there armor everywhere surrounding the group?
- What does the First 10 words for this group?

Nonfiction Reading Strategies

First Draft Reading

Annotation Strategy—KWS
For your first draft reading, as you read the text, you will do the following:
1. Select unknown vocabulary
2. Underline main ideas, important facts, statistics, or well-organized thoughts or main statements clearly for emphasis in your notes.
3. Place a question mark next to confusing information/quotations.
4. Select a quiet place in the margin after a paragraph, section, etc. to record your thoughts as you make connections to your life’s experience. This “margin” may simply be a few key words!
Nonfiction Reading Strategies

Second Draft Reading
Reading Strategy—FIVVAC
1. Prior Knowledge/Review/Re-read
2. Main Ideas
3. Vocabulary
4. Ask Questions
5. Connections
6. Abstract

Nonfiction Reading Strategies

Finished?
Before you continue, preview the graphic organizer below. As you read, you will need to think more deeply about the information to complete each section of the organizer.

<table>
<thead>
<tr>
<th>Main Point</th>
<th>Main Idea/Pattern/Inference</th>
<th>Location (Page, Paragraph, Line)</th>
<th>Supporting Textual Evidence</th>
</tr>
</thead>
</table>

CONNECT
EXPRESS

REFLECT
Assessments
Formative

Iterative Inquiry Process
Inquiry Process Guide / Reflection Journal
Teacher / Learner
Learner / Learner

Embedded Progress Monitoring

ORGANIZING FOR RESEARCH
4. Using NoodleTools
Go to your NoodleTools account and start a new project.
Will you write MLA or APA?
Why?
Write a brief statement to justify your choice of documentation style:

Peer review: Have the peer review the statement here, and sign their name.

Assessments
Formative

Rubrics for each task
NoodleTools – manage citations with feedback
Writing throughout process
Reflection throughout process
Rubrics

Assessment Point 2B (Guiding Questions & Research Strategy)
ASSIGNMENT 2B: GUIDING QUESTIONS & RESEARCH STRATEGY

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Strategy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubrics

Assessment Point 1 (Thorough/Accurate Completion of Topic Selection and Justification Paragraph)

Assessment Point 1 Rubric: Pre-Search Process/Topic Selection

<table>
<thead>
<tr>
<th>Topic</th>
<th>5</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question/Inquiry</td>
<td></td>
<td></td>
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<tr>
<td>Preliminary Research/Selection Tools</td>
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</tbody>
</table>

Assessments

Summative

Rubric – Inquiry Process
Final Project (paper)
Final Student Reflections
### Rubrics (Summative)

#### Genre Research Paper Rubric (400 Points)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis (10)</strong></td>
<td></td>
</tr>
<tr>
<td>The learner's thesis is clear, relevant, and well-developed. The thesis statement is supported by evidence.</td>
<td></td>
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</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td><strong>Selection and Evaluation of Sources (15)</strong></td>
<td></td>
</tr>
<tr>
<td>The learner gathered a variety of sources, including appropriate and relevant databases. Sources are relevant, balanced, and include key readings related to the thesis.</td>
<td></td>
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<td><strong>Analysis (20)</strong></td>
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<td>The learner's analysis shows logical and coherent development of ideas supported by evidence.</td>
<td></td>
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<td><strong>Synthesis (20)</strong></td>
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<tr>
<td>The learner developed an appropriate product structure that communicates the ideas logically and creatively in an organized manner.</td>
<td></td>
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### Rubrics (Summative)

#### Selection and Evaluation of Sources (15)

- The learner gathered information from a variety of quality electronic and print sources, including appropriate and relevant databases. Sources are relevant, balanced, and include key readings related to the thesis. Primary sources were included if appropriate. The learner included more than 8 sources and cited all of them within the paper.

#### Analysis (20)

- The learner's product shows a clear logical and coherent development of ideas supported by evidence. The learner's voice was evident.

#### Synthesis (20)

- The learner developed an appropriate product structure that communicates the ideas logically and creatively organized with smooth transitions both within and between paragraphs. Quotations were smoothly integrated throughout the entire paper.