**Inquiries Into Inquiry (I²)**

**Distinguished Teacher/Scholar Program**

The Teaching Advancement Board selected Bertram C. “Chip” Bruce and Kim C. Graber as its Distinguished Teacher/Scholars for the 2006-2007 academic year. The program recognizes outstanding faculty members who actively enhance teaching and learning on campus and supports innovative projects that recipients develop. Distinguished Teacher/Scholars serve as consultants and mentors to other faculty members and departments seeking to explore new instructional methods and revitalize their teaching programs.

For more information on the Distinguished Teacher/Scholar Program go to:
http://www.provost.uiuc.edu/programs/distinguished/index.html

### What is I²?

This is a new initiative at UIUC developed by the Distinguished Teacher/Scholars, Chip Bruce and Kim Graber, with support from the Office of the Provost and the Center for Teaching Excellence.

We define **Inquiries into Inquiry** as explorations into the nature of knowledge construction in disciplines by scholars, teachers, and students.

The first part of this initiative involved inviting faculty from across campus to participate in weekly reading/discussion meetings of the UIUC SoTL (Scholarship of Teaching and Learning) community. During the second part, five groups of SoTL participants elected to submit a proposal to complete a year-long project. These projects are highlighted within the circular diagram on this poster.

One of our primary goals was to have faculty become more immersed in how students learn. Another goal was to encourage them to become more reflective in their roles. The diagram below highlights the cycle we believe best represents the ideal I² instructional model:

1. **Ask**
2. **Investigate**
3. **Discuss**
4. **Create**

**Taking it Home**

**Ruth Yount**, Finance
**Cheo D’Arcey and Darin Eastburn**, Crop Sciences
**Walter Harvey**, Animal Sciences
**Rebecca Reach & Shelly Schmidt**, Food Science & Human Nutrition

As teachers, we hope that our students will relate what they are learning in the classroom to their daily lives. Our project is designed to investigate if and how students “take home” their classroom learning and experiences.

This study is designed to address several related questions. Do students relate what they are learning in the classroom to their daily lives? Do students “take home” knowledge, experiences, and skills gained in class and apply them or reflect on them in settings outside the classroom? If so, how, when, where, and with whom does this transfer occur? At the beginning of the Spring 2007 semester, students in five courses, representing four disciplines of study, were asked to volunteer to participate in the study. Participants will be asked to write bi-weekly online journal entries describing if and how they have recently related course content learning to their daily lives. Data will be coded and analyzed for themes within and across the five courses.

**Reflect**

**1 Instructional Cycle**

**Inquiry Learning Driven by Real World Science: How Do Students Use Data?**

Barbara Dog, Curriculum and Instruction
Thomas Johnson, Geology

Science education has been shifting from understanding scientific facts, to conceptualizing science as a constantly evolving body of knowledge. Students are expected to experience this for themselves by carrying out scientific inquiries. In this project, we begin to address how we engage and support students in the practices of scientific inquiry. We are interested in understanding how our students engage in a range of scientific practices and the impact these practices have on their understanding of current issues facing the country.

We will carry out this project by designing and using an instructional sequence in two different science courses that will engage students in independent investigations. We will focus our attention on understanding how students generate questions and ideas and use data. Students will be given a currently contested theory of the impact of global warming on severe weather. Using reading and class discussion, students will develop questions that they will seek to answer based on subsequent data selection and analysis. Students will access data from NASA and NOAA, and visualize it using a data visualization tool (My World).

**National Writing Project**

New Site at University of Illinois Urbana-Champaign

Elizabeth Morley, Writers’ Workshop
Gail Hatworth, Center for Writing Studies
Sarah McCarthy, Curriculum & Instruction

The National Writing Project (NWP) is a collaboration between universities and the schools in their areas based on the premise that every student deserves a skilled writing teacher. It began in 1974 at the University of California, Berkeley.

The NWP helps experienced teachers of writing at all levels become writers, leaders of their peers, and scholars of composition research. It stresses the importance of writing in every class, not only language arts.

Successful teachers attend invitational summary institutes at their local writing project sites where they examine their classroom practice, conduct research, and develop their own writing skills. During the school year, these teachers provide professional development workshops for other teachers in their schools and communities.

We propose to build coalitions with schools in Urbana-Champaign and nearby towns, include people from different units of the university, and establish contact with other Illinois NWP sites.