

# **Inquiry Based Learning**



## **Student-led Conference**

Thurs. Feb 2, 2017

University of Calgary

MacEwan Student Ctr.

Casio A&B



**UNIVERSITY OF  
CALGARY**

## Agenda



12:00-12:15 **Registration**  
12:00-12:40 **Lunch**  
12:20-12:40 **Welcome & Opening Remarks**

Beth Archer-Kuhn - Faculty of Social Work, UCalgary  
Dana Swystun - SWSA President, MSW student  
Stacey MacKinnon, Curiosity Project, UPEI

12:40- 1:00 **Presentation #1**  
Savannah Finnessey, MSW student, FSW, UCalgary  
Alysia Wright, PhD student, FSW, UCalgary

1:00 - 1:20 **Presentation #2**  
Jessica Thacker, Psych. student, UPEI  
Stacey MacKinnon, PhD, UPEI

1:20 - 1:40 **Presentation #3**  
Sarah MacLeod, MEd student, UPEI

1:40 - 2:00 **Presentation #4**  
Sarah Lynn Boyle, Psych. student, UPEI

2:00 - 2:15 **Presentation #5**  
Heather Andrews, MSW student, UCalgary  
Jeff Chalifoux, BSW student, UCalgary (Edmonton campus)

2:15-2:40 **Presentation #6,**

### Posters:

Hanneke Dewit, BSW student, UCalgary  
Helen Mott, BSW student, UCalgary  
Kennedy Huggett, BSW student, UCalgary  
Carolyn Kaldy, BSW student, UCalgary  
Jehan Mawani, BSW student, UCalgary

### Refreshments

2:40-3:10 **Presentation #7**  
Kim Grant, PhD Education student, UCalgary  
Jeff Turner, PhD Education student, UCalgary

3:10-3:40 **Task Groups: BSW student facilitators**

3:40 - 3:50 **Large Group Speed Feedback: Recommendations to inform IBL October 2017 conference:** BSW student facilitators

3:50-4:00 **Closing Remarks**  
Nancy Chick, Taylor Institute, UCalgary  
Ellen Perrault, Faculty of Social Work, UCalgary

## Presentations

12:40- 1:00 **Inquiry-Based Teaching and Learning: What is it and How is it Being Utilized?** Savannah Finnessey, MSW student, UCalgary, Alysia Wright, PhD student, FSW, UCalgary

This presentation reviews some of the ways in which inquiry-based learning is discussed in the research literature, providing an overview of a definition and benefits. We then discuss the knowledge/practice nexus and the teaching/research nexus, leading to studies about student, instructor and institutional experiences with IBL. We share our understanding of the process involved in IBL and end with the ways in which IBL is utilized: as an activity in a course, as a course, and as a program within an institution.

1:00 - 1:20 **Meeting the needs of first year undergraduate students: UPEI 102 Inquiry Studies,** Jessica Thacker, psychology student UPEI, Stacey MacKinnon, PhD, Professor, UPEI

This presentation reveals the benefits and challenges of supporting students on the path to curiosity and inquiry from the “on the ground” experiences with learners who are engaging in inquiry-related studies. This is told from the perspective of student, facilitator and instructor to illuminate students’ fears/hurdles, faulty beliefs and erroneous assumptions about learning and the attitudes we need to instill BEFORE we focus on inquiry skills. Our UPEI 102 Inquiry Studies is a course predicated on shifting the focus from “what can professors do” to “what do our incoming students need in order to become successful life-long and life-wide inquirers”. In deliberately meeting students where they are at entry and supporting them to achieve the goals of excellence in inquiry, we can create a truly engaging first year experience. Through theory and practice in divergent/convergent thinking as well as metacognition, we present six important achievements.

1:20 - 1:40 **Transformative Learning Through Intrinsically-Motivated Inquiry: “The Curiosity Project”,** Sarah MacLeod, MEd student UPEI

“The Curiosity Project” encourages students to engage in intrinsically-motivated, inquiry-based project learning, investigating topics that interest them and following them down long and often winding roads, where u-turns, hidden side roads, and venturing off the map are a cause for excitement not a distraction from the destination. These inquiry-based, semester-long, student-led projects incorporate proximal goals of weekly learning logs and peer group meetings and in-depth feedback from peers and senior student facilitators. There are no page/word limits or minimum/maximum number of resources, just students’ burgeoning sense of what constitutes “high-quality work”. Community-oriented projects round out this experience. In this presentation, I outline the structure of “The Curiosity Project”, its theoretical underpinnings, and present qualitative data that suggest that not only are the project’s basic goals being met but that there are important academic and personal transformational properties stemming from student engagement in this project.

## Presentations

**1:40 – 2:00**      **Speed Bumps & Roadblocks: The Barriers and Challenges to Maintaining Curiosity and Inquiry Over Time** Sarah Lynn Boyle, Psychology student, UPEI

This presentation discusses the findings from a qualitative study about “The Curiosity Project” and the barriers and challenges that can inhibit our ability to be curious. The majority of the research on the barriers and challenges is quantitative, thus, we have little information on the lived experience of such barriers to curiosity. The purpose of this study was, therefore, to explore the lived experiences of barriers and challenges to curiosity using “The Curiosity Project” as a window into this experience. This was done through interviews with third or fourth year students who had completed the project TWICE and ALSO acted as a learning facilitator for the project at least once. The results of this study demonstrated that there are two types of barriers and challenges: speed bumps and roadblocks. Furthermore, it is apparent when considering the experience of individual participants that each had their own unique experience of difficulties within the Curiosity Project and also had their own personal manner of trying to overcome them.

**2:00 – 2:15**      **Inquiry and Experiential Learning in the UK Context: Social Work Student Engagement on Study Tour**, Heather Andrews, MSW student, UCalgary, Jeff Chalifoux, BSW student, UCalgary (Edmonton campus)

This presentation represents the experiences of social work students in an inquiry course on a Group Study Program in the UK. Inquiry as a teaching method is one way in which we can explore student engagement in social work education in the broader learning environment. The presentation includes the ways in which the presenters have integrated theory, practice and research on their journey to answering their central question. Student engagement through inquiry-based learning in a Study Tour course is discussed, and how this approach can energize student passion in social work while they explore theory, research and practice in the UK and Canadian contexts.

**2:40-3:10**      **Getting started with Inquiry Based Learning: Multiple entry points from an instructor’s perspective** Kim Grant, PhD Education student, UCalgary, Jeff Turner, PhD Education student, UCalgary

Inquiry Based Learning (IBL) is both a practice and a stance. In this presentation, two experienced educators will position IBL within Dewey’s tenet of discovery learning, describe a pedagogical stance outlined by Parker Palmer that supports IBL, and outline multiple entry points into using IBL with students. Throughout, they will share stories of their own experiences as instructors.

## Poster Sessions

**2:15 – 2:40**

Hanneke Dewit, BSW student, UCalgary  
Kennedy Huggett, BSW student, UCalgary  
Carolyn Kaldy, BSW student, UCalgary  
Jehan Mawani, BSW student, UCalgary  
Helen Mott, BSW student, UCalgary





## Presenters

### Meeting the needs of first year undergraduate students: UPEI 102 Inquiry Studies

**Jessica Thacker:** 4th year undergraduate in psychology & learning facilitator for both “The Curiosity Project” and UPEI 102 Inquiry Studies

**Stacey MacKinnon, PhD:** Professor, UPEI

### Transformative Learning Through Intrinsically-Motivated Inquiry: “The Curiosity Project”

**Sarah MacLeod:** 2nd year MEd student in 21st Century Learning, former learning facilitator for “The Curiosity Project”

### Speed Bumps & Roadblocks: The Barriers and Challenges to Maintaining Curiosity and Inquiry Over Time

**Sarah-Lynn Boyle:** BSc Honours in Psychology, learning facilitator for “The Curiosity Project”

### Inquiry-Based Teaching and Learning: What is it and How is it Being Utilized?

**Savannah Finnersey:** MSW Student, Clinical program, Research Assistant

**Alysia Wright:** PhD Student, Research Assistant

### Inquiry and Experiential Learning in the UK Context: Social Work Student Engagement on Study Tour

**Heather Andrews:** MSW Student, Edmonton, Participant in IBL Group Study Program in UK

**Jeff Chalifoux:** BSW Student, Edmonton, Participant in IBL Group Study Program in UK

### Getting started with Inquiry Based Learning: Multiple entry points from an instructor’s perspective

**Kim Grant:** PhD Education Student, Facilitator of IBL. Over the past 20 years, Kim Grant has had the opportunity to teach in a variety of secondary and post-secondary settings across Western Canada. She is currently completing a doctoral degree in education at the University of Calgary where she is undertaking a SSHRC-funded research project exploring what ‘being a good teacher’ means to practicing K-12 teachers.

**Jeff Turner:** PhD Education Student, Facilitator of IBL. Jeff Turner is a PhD student in Educational Leadership examining leadership practices employed by high school principals that are effective in promoting a culture of teacher practice that supports sustainable student academic success. He is also a sessional instructor with the Werklund School of Education, where he teaches Secondary Science Methods, STEM, and Assessment. Formerly, he was a high school principal and taught secondary science and industrial education.

## Poster Presenters:

### Policy, Practice, and Aboriginal Children in Care

**Hanneke Dewit:** BSW Student, Participant in IBL course on campus Hanneke Nap Dewit is a fourth year BSW student at the University of Calgary. She graduated from Fashion Technology and Design in Manitoba and later trained as a Doula and Child-birth Educator in Alberta. She is interested in issues involving women, immigrants and indigenous people.

**Helen Mott:** BSW Student, Participant in IBL course on campus Helen Mott is a 4th year BSW student at the University of Calgary. She holds a B.A. in Sociology, Concentration in Criminology, Deviance, and Social Control, also from the University of Calgary. Through her BSW course work and her practicum at Child and Family Services, she has developed a professional and research interest in Indigenous issues and the structural barriers faced by Indigenous people.

### Faith based community supports and immigrant populations mental health: The impact of community integration.

**Kennedy Huggett:** Fourth-year student in the University of Calgary’s Bachelor of Social Work program. Passionate about social services and community connection, her areas of interest include the mental wellness of both vulnerable populations and service providers, as well as crisis intervention.

### Capacity in long-term care: Who decides?

**Carolyn Kaldy:** BSW Student, Participant in IBL course on campus. Carolyn Kaldy, is a fourth-year University of Calgary Faculty of Social Work student that recently switched gears from petroleum engineering / project management background. The presenter’s first social work practicum placement was with Bethany Care, Calgary, a long-term care facility, which provided the inspiration for this inquiry question.

### Kinship Care Over Adoption Within the Child Welfare System An Inquiry Based Learning Research Presentation

**Jehan Mawani:** BSW Student, Participant in IBL course on campus.

