

Inquiry Partners Research Base for the i5™ Strategies

Strategy 1: Get Personal

- Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teacher behaviors predicting students' engagement in schoolwork. *British Journal of Educational Psychology*, 72(2), 261-278.
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- Webb, N. M., Nemer, K. M., & Ing, M. (2009). Small-Group reflections: Parallels between teacher discourse and student behavior in peer-directed groups. *The Journal of the Learning Sciences*, 15(1), 63–119.
- Wentzel, K. R. (2009). Peers and academic functioning at school. In K. Rubin, W. Bukowski, & B. Laursen (Eds.),
 Handbook of peer interactions, relationships, and groups. Social, emotional, and personality development in
 context (pp. 531-547). New York, NY: Guilford Press.

Strategy 2: Ask More; Talk Less

- Fredricks, J. A. (2014). Eight Myths of Student Disengagement: Creating Classrooms of Deep Learning. L.A.: Corwin.
- Johnson, D. W., Johnson, R. T., & Holubec, E. (1994). *The new circles of learning: Cooperation in the classroom and school.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Newmann, F., Wehlage, G., & Lamborn, D. (1992). The significance and sources of student engagement. In Student
 Engagement and Achievement in American Secondary Schools (pp. 11-39). ERIC.
- Nystrand, Martin and Adam Gamoran. 1991. Instructional discourse, student engagement, and literature achievement. Research in the Teaching of English 25: 261–290.
- Reisman, Abby. 2015. Entering the Historical Problem Space: Whole-Class Text-Based Discussion in History Class Teachers College Record. (Vol. 117, #2, p. 1-44)
- Slavin, R. E. (1996). Cooperative learning in middle and secondary schools. The Clearing House, 69(4), 200-204.
- Applebee, Arthur N., Judith A. Langer, Martin Nystrand and Adam Gamoran. 2003. Discussion-Based Approaches to Developing Understanding. American Educational Research Journal 40 (3): 685-730.

Strategy 3: Encourage Evidence

- Kahle, J. B., J. Meece, and K. Scantlebury. 2000. Urban African-American middle school science students: Does standards-based teaching make a difference? *Journal of Research in Science Teaching* 37 (9):1019-1041.
- Marx, Ronald W., Phyllis C. Blumenfeld, Joseph S. Krajcik, Barry Fishman, Elliot Soloway, Robert Geier, and Revital Tali Tal. 2004. Inquiry-Based Science in the Middle Grades: Assessment of Learning in Urban Systemic Reform. *Journal of Research in Science Teaching* 41 (10): 1063-1080.
- White, Barbara, Todd A. Shimoda, and John R. Frederiksen. 1999. Enabling Students to Construct Theories of Collaborative Inquiry and Reflective Learning: Computer Support for Metacognitive Development. International Journal of Artificial Intelligence in Education 10: 151-182.

Strategy 4: Maintain Neutrality

- Linnenbrink, E. A., & Pintrich, P. R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading & Writing Quarterly, 19*(2), 119-137.
- Noels, K. A., Clement, R., & Pelletier, L. G. (1999). Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. The Modern Language Journal, 83(1), 23-34.
- Peter, F., & Dalbert, C. (2010). Do my teachers treat me justly? Implications of students' justice experience for class climate experience. *Contemporary Educational Psychology, 35*(4), 297-305.

Strategy 5: Extend Thinking Time

- Belland, B. R., Kim, C., & Hannafin, M. J. (2013). A framework for designing scaffolds that improve motivation and cognition. *Educational Psychologist*, 48(4), 243-270.
- Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. Journal of Educational Psychology, 98(1), 209-218.



Additional Resources on Inquiry-Based Instruction

Bransford, John. (2005). How Students Learn. National Research Council, National Academies Press.

Darling-Hammond, Linda. (2008). *Powerful Learning: What We Know About Teaching for Understanding*. San Francisco: John Wiley & Sons, Inc.

Dewey, John. (1938). Experience & Education. Collier Macmillan Publishers.

Parker, Diane. 2007. Planning for Inquiry: It's Not an Oxymoron! Illinois: National Council of Teachers of English.

Postman, N. and Weingartner (1969). Teaching as a Subversive Activity. Dell Publishing Co.

Strong, Richard W., Silver, Harvey F. and Perini, Matthew J. (2001). *Teaching What Matters Most.* Association for Supervision and Curriculum Development (ASCD).

Willingham, Daniel T. (2009). Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom. Jossey-Bass Publishing.

A Few of Our Favorite Inquiry Blogs (Practitioners & Thinkers)

Inquire Within: https://inquiryblog.wordpress.com

Mind/Shift: http://ww2.kqed.org/mindshift/

Edutopia: http://www.edutopia.org

What Ed Said: https://whatedsaid.wordpress.com

Wright's Room: https://shelleywright.wordpress.com