

## Assignment-Inquiry Journal Facilitation

In this facilitation, you will have the opportunity to lead a conversation about an idea, question, or issue emerging in your clinical experience. To prepare for this facilitation, please compose an “inquiry journal,” a piece of writing that describes the topic and its significance. Your peers will have the opportunity to read and consider your thinking in this journal prior to the facilitation.

We will sign up for the facilitation dates in class. Please use the schedule below to plan your specific due dates.

<b>Inquiry Journal Due</b>	<b>Facilitation Date</b>
Week 9	Week 10
Week 10	Week 11
Week 11	Week 12
Week 12	Week 13
Week 13	Week 14

### Part 1: Your Inquiry Journal

Your inquiry journal is a place to explore the relationship between educational theories and practices. To facilitate class discussion, please address the following questions in your one-page inquiry journal:

1. What is a significant idea, question, or issue emerging in your clinical experience? Please describe the matter.
2. Why is this idea, question, or issue important for you and other teachers to notice and explore? What’s at stake for different stakeholders if we do or don’t attend to this matter?
3. What educational theories or principles are shaping your understandings of this idea, question, or issue?

Please cite direct quotes as needed to support your ideas. Excellent inquiry journals will successfully address each question and place this matter in conversation with pedagogical scholarship. The writing will also demonstrate an awareness of the complexity of teaching and learning by acknowledging multiple perspectives on this matter and/or exploring the potential consequences for (not) attending to this matter.

### Part 2: Your Facilitation

We will view each inquiry journal as a pedagogical text. This means each inquiry journal is a moment of pedagogical meaning-making and worthy of study. As a class, we will aim to engage with your ideas just as we might respond to published pedagogical texts. As a facilitator, then, your job is to lead a conversation about the matter in a way that evokes multiple perspectives. For example, you may encourage class members to examine specific examples from their current or former teaching/learning contexts and consider how the inquiry journal supports, challenges, and/or complicates their pedagogical thinking. We won’t aim to “solve” the teaching matter; instead, we will practice interrogating the ideas and raising questions. Our conversation should be a place of “exploratory speech” (Smagorinsky, 2013). Ideally, the facilitation will provide a place to wonder, helping us all understand the connection between problem-posing and problem-

solving. Excellent facilitations will be interactive, foster an awareness of both problem-posing and problem-solving, and connect the conversation to our emerging understandings of teaching literacy in diverse classrooms.