Systematic Professional Learning through Collaborative Inquiry

The Question
What are the conditions that provoke effective collaborative inquiry?

The Study
292 elementary teachers

We surveyed 292 teachers’ perspectives on the impact and functionality of collaborative inquiry (CI) as professional learning. Teachers were recruited from 15 school districts with 6 focus groups conducted with those who had been involved in CI.

Results
Results indicate:
• teachers identify a need for trusting relationships within CI contexts;
• CI is inhibited by students' and teachers' unwillingness to try new things;
• some teachers fear CI infringes too much on instructional time; and
• teachers see CI benefitting students and value CI as a professional learning approach.


Full article at cdeluca.com