

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

DeLuca, C., Bolden, B., & Chan, J. (2017). Systematic professional learning through collaborative inquiry: Examining teachers' perspectives. *Teaching and Teacher Education*, 67, 67-78.



CART
Classroom Assessment
Research Team

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