

Hank Willis Thomas: All Things Being Equal...

Inquiry-Based Learning

Inquiry-based learning uses different approaches to learning, including small-group discussion and active listening. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. This allows them to build knowledge through exploration, experience, and discussion.

- a. How did this work speak to you, resonate with you, or not?
- b. Considering the impact this section of the exhibit had on you, what strengths and limitations does this help you identify as a steward for your students in this exhibit?
- c. What questions arise when thinking of your students experiencing this part of the exhibit?
- d. What strategies can you imagine using to engage your students most fully in the exhibit?

October 17th, 2019
Portland Art Museum: Evening for Educators

Research shows that listening, really listening, deepens relationships between students and teachers. By using active listening with students, we can build a relationship of trust which is critical to academic motivation.

1. Look at the person
2. Listen not merely to the words, but the feeling content.
3. Be sincerely interested
4. Restate what the person said.
5. Ask clarification questions.
6. Be aware of your own feelings and existing opinions.
7. If you have to state your views, say them only after you have listened.

“What I heard you say was....”

“Tell me more about what you meant by...”

“What’s familiar about this art piece”

How did that affect you? How does it affect you now?

Inquiry-Based small group dialogue

Allow 35-50 minutes

1. Facilitator repeats guiding question & frames (3 mins)
 - a. Coming into this space, how does this work speak to you, resonate with you, or not?
 - b. We also are only giving you 5 minutes which will feel too short for some and maybe too long for others
 - c. Invitation to keep voices down and remain reflective
2. Participants move around exhibit (10 mins)
3. Participants take a moment to reflect on the artwork (2 mins)
4. Popcorn-style sharing of words that express the impact of the work on you individually (5 mins)
 - a. Share out a few words that reflect how this work spoke to you, impacted you, resonated, or didn't?
 - b. Now that we have this pool of shared meaning/impacts, we want to invite you to engage in a process of understanding someone else and their experience. So now we're going to get into dyads and practice active listening as someone's talking through their experience of a specific work.
5. Pair share to practice Active Listening(10 mins)
6. Large group share-out (5 mins)
 - a. Use "Active Listening" for this part

Small group jigsaw

Great activity for reflection post field trip

1 member in each small group from each section of the exhibit

Guiding questions:

1. What did you experience in the exhibit that you want others in this group to know about?
2. Considering the impact this exhibit had on you, what strengths and limitations did you identify as a steward for your students in this exhibit?

Facilitators use slides representing each section of exhibit to help facilitate transition from one person to the next.

More teaching tools and resources available here:

<https://portlandartmuseum.org/learn/educators/resources/>
<https://portlandartmuseum.org/exhibitions/hank-willis-thomas/>

Prepared by Shannon McClure and Lolo Halman

