


***“I guess it was like so fun that we couldn’t find out which part was the learning part”***

**Outcomes of a Masters dissertation looking at the reflections of Intermediate students after learning through Mantle for four years at Primary.**

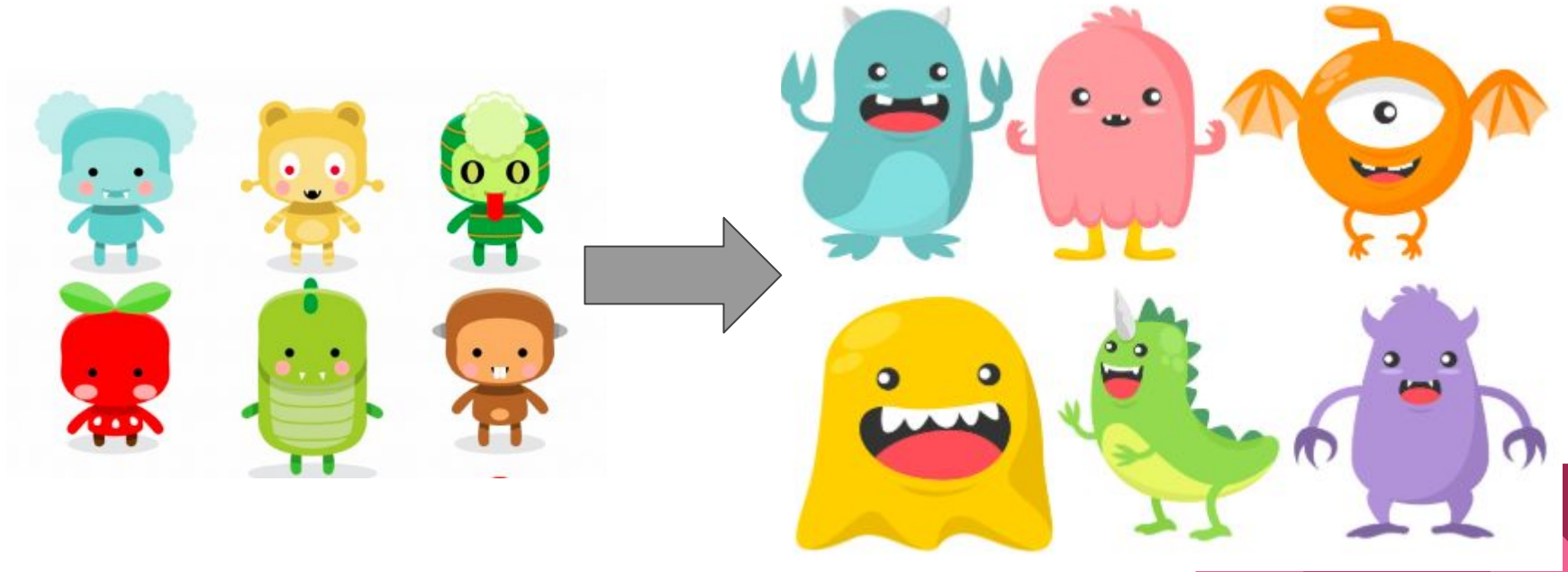
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## The BIG question!

This research sought to investigate the impact that four years of learning through a dramatic inquiry pedagogy known as Mantle of the Expert has had on students' inquiry learning as they enter Intermediate school education.



The Context... why this meant so much to me.




# All the reading...

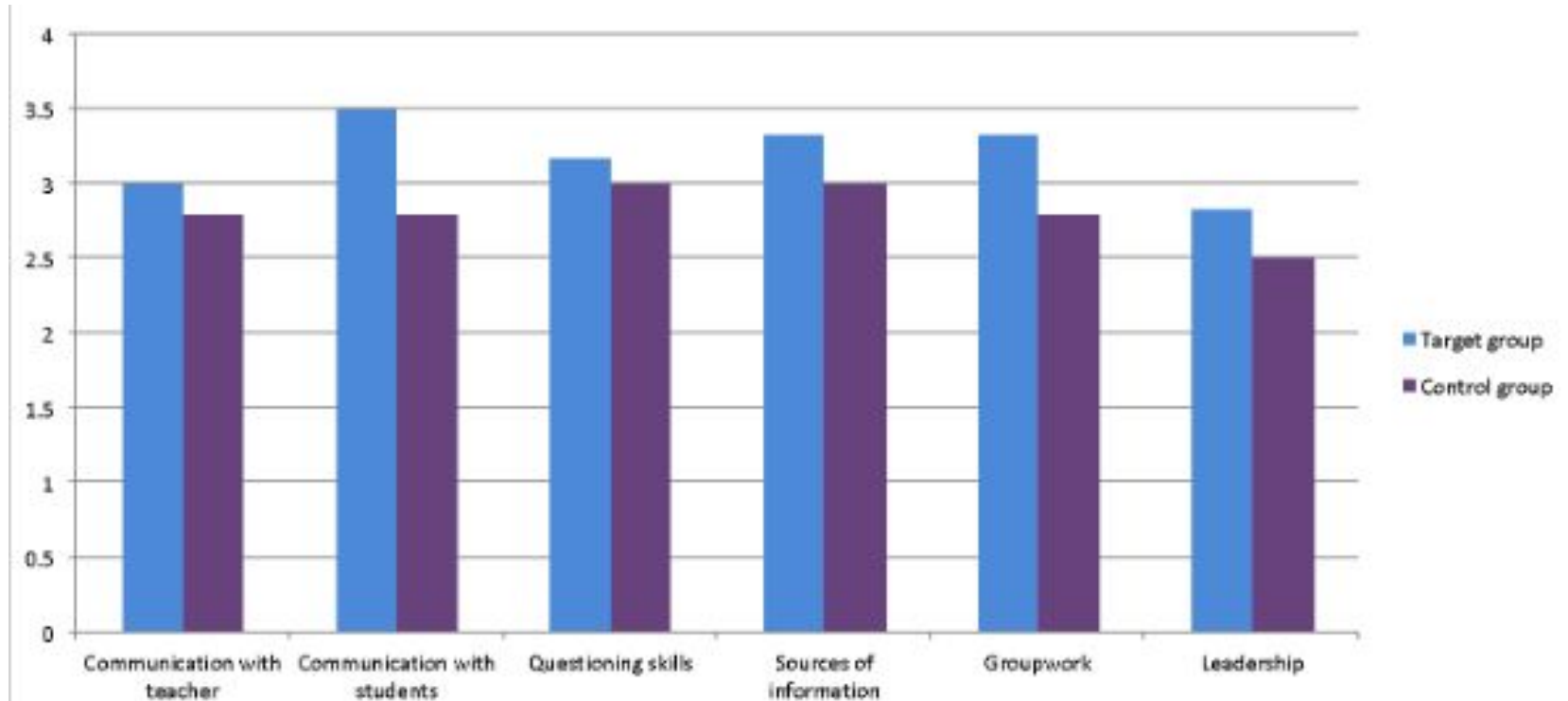
- 21<sup>st</sup> Century Learning and the New Zealand Curriculum
- Inquiry Learning and the New Zealand Context
- Curriculum Integration
- Mantle of the Expert
- Theoretical framework - John Dewey
  - *Dewey's philosophy of education is underpinned by the idea that we learn by being involved in experience - learning is not a passive activity.*



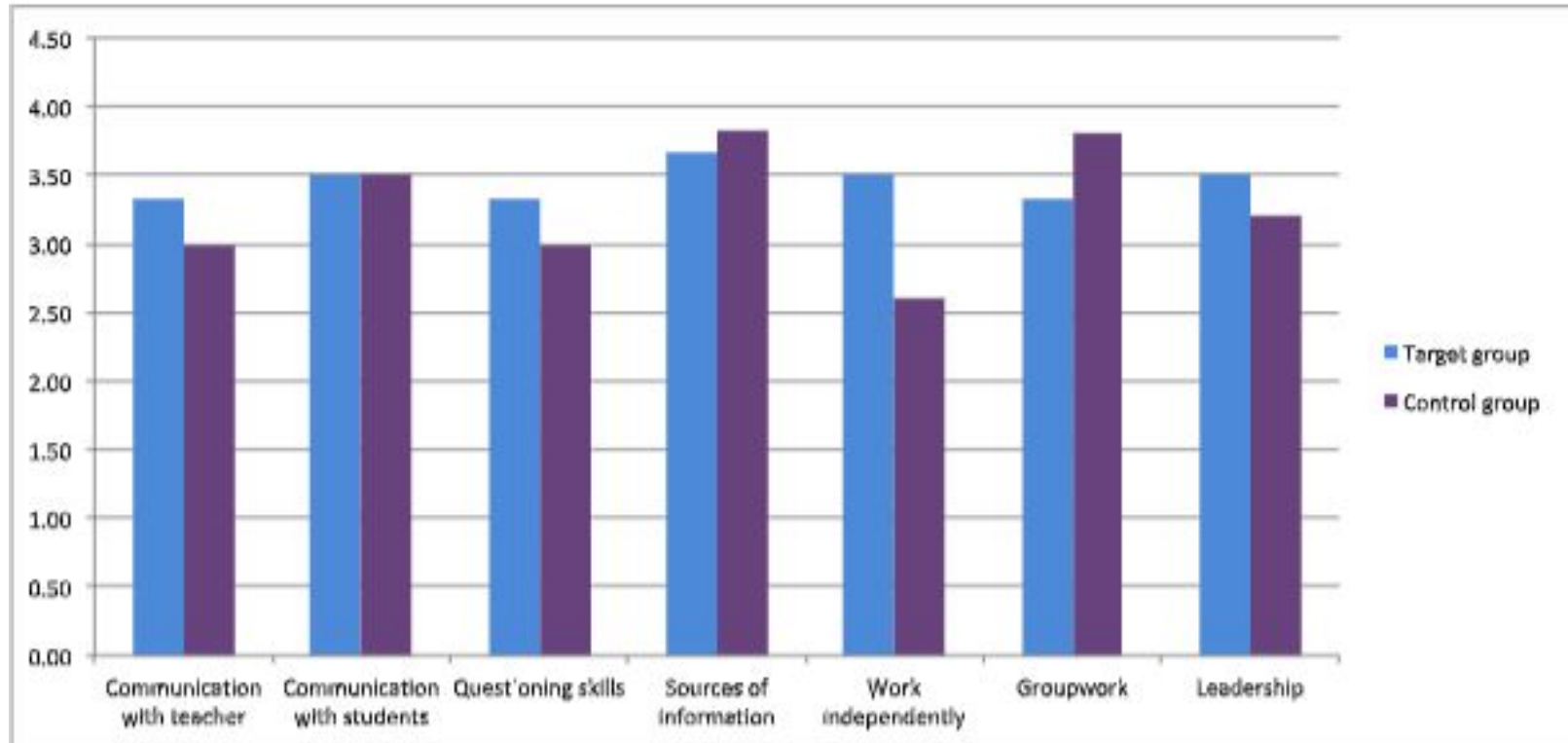
# What I did...

- The research undertaken used a descriptive case study approach with a mixed-methods design.
  - Control and Target groups; 6 students in each, chosen by the Intermediate.
  - Teacher surveys
  - Student surveys
  - Student focus group interviews
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# What I found...



# More Findings...



# What the kids said...

- Inquiry – different school, different learning?

*Kind of different ...going into more depth.* (Control Group student).

*'we were doing research on real things', 'and getting real information'* (Target group student)

*'you get to do your work but you get to do it with lots of other stuff'* (Target group student)

- Inquiry – what are the skills needed?

*The skills needed at Intermediate were 'quite a bit harder'* (Control group)

Students in the target group identified no skills they needed at intermediate which had not been developed or introduced at primary school.





# What the kids said...

- To speak or not to speak?

*'Another skill that like kids should know about is like confidence because sometimes you have to present it in front of a lot of people'* (Control group student in speaking of skills needed at intermediate)

*Suddenly you have the shyest kid being the most talkative.* (Target group student in talking of skills developed at primary).

- Learning experiences – can you recall them?

*Oh yeah, I liked that one.* (Target group student).



# What the kids said...

- Inquiry learning – a group activity?

All students identified group work as an important aspect of their inquiry learning at intermediate.

Target students explained that at primary, learning through drama, you needed *'teamwork'*

*'because you don't really want to be selfish'*

while at intermediate

*'you need to be reliable on your buddies because they' (the teachers) 'expect more out of you so you expect more out of your buddy'.*



# What the kids said...

- Play and fun or actually learning?

*It was so fun that the information just came and came and came and came.* (Target group student).

*'having fun and playing around' and 'just imagining it'.*

*'I guess it was like so fun that we couldn't find out which part was the learning part'*

*'we did all the same work as everyone else but we just make it... more fun'.*

without the use of drama *'it's boring in class'* and it needs to be used so students *'know what to do'*.

