



Example: from wondering to teacher research question

Wondering

Does flipping the classroom work better by using the game?

Make it more specific

e.g. science students or not

e.g. background students (do they have a computer at home?)

Connected to advanced materials and the game Materials Hunter

We are talking about attitude: working autonomously at home.

Teacher Research Question

Does 'Flipping the classroom' work if I ask the students to play the game 'Materials Hunter' and ask them to reach a certain level?

I'm talking about students of 12-14 years old, science/no science



Litmustest for your PI Inquiry Question

Nr.	Criteria	Fill in below
0.	Start: My current inquiry question is:	Does 'Flipping the classroom' work if I ask the students to play the game 'Materials Hunter' and ask them to reach a certain level? I'm talking about students of 12-14 years old, science/no science
1.	Are you passionate about exploring this question? Why?	yes, I'm interested in how games can influence the students' teaching.
2.	Is the question focused on the students' learning? Explain.	Yes, by playing the game before starting in the class with the subject 'advanced materials' I hope that the students are already motivated and take a good start concerning the subject of advanced materials.
3.	Is your question a real question? (The answer is not known yet)	Yes, I never tried this before. i do know from a previous PI-cycle that flipping the classroom without using a game doesn't work well for this type of students.
4.	Does the question concern your own teaching practice?	Yes
5.	Is your question specific? Find this out with the template below.	See below
6.	Is your question inquirable?	Yes, I could ask the students to save the status of the game. By observations, videos, conversations with the students, ... I can check the influence of playing the game by forehand on the motivation of the students about the subject of Advanced Materials and how the students liked to play the game..
7.	Does the answer contribute to the improvement of the teaching practice?	Yes, if playing a game by forehand motivates my students to start a new topic? I could continue to use is.
8.	Conclusion: Write the adapted version of your question here: Do students work autonomously at home if I ask the students to play the game 'Materials Hunter' and ask them to reach a certain level? Does this improve their motivation for the subject of advanced Materials Sciences? I'm talking about students of 12-14 years old, science/no science	



Is your question concrete?

<p>Your current inquiry question is:</p>	<p>Does 'Flipping the classroom' work if I ask the students to play the game 'Materials Hunter' and ask them to reach a certain level?</p> <p>I'm talking about students of 12-14 years old, science/no science</p>
<p>Is your target group specified?</p> <ul style="list-style-type: none"> - Age of the students? - Are the students Science students? - Are the students Technology students? - What level do the students have? 	<p>yes</p>
<p>What content is connected to your PI inquiry?</p>	<p>Advanced Materials science</p>
<p>Which aspect of learning you want to improve?</p> <ul style="list-style-type: none"> - content knowledge - Skills -Attitudes <p>Do formulate as precisely as possible what content or which skills or attitude you are aiming for.</p>	<p>Attitude: autonomously working at home and the influence on this on the motivation of the students for the subject.</p> <p><i>is not very well specified in the current version of the PI-question:</i></p> <p><i>Do students work autonomously at home if I ask the students to play the game 'Materials Hunter' and ask them to reach a certain level?</i></p> <p><i>Does this improve their motivation for the subject of advanced Materials Sciences?</i></p> <p><i>I'm talking about students of 12-14 years old, science/no science</i></p>
<p>How do you want to improve the student's learning?</p> <p>Which kind of activity/strategy do you want to use?</p>	<p>By asking them to play the game 'Materials Hunter' at home before starting the lesson series about Advanced Materials science.</p>
<p>Conclusion:</p> <ul style="list-style-type: none"> - Target group is specified (Y/N) - Content is specified (Y/N) - Learning Aspect is specified (Y/N) - Strategy is specified (Y/N) 	<p>yes</p> <p>yes</p> <p>yes</p> <p>yes</p>



<p>Is your question concrete? (Y/N) <i>Your question is only concrete enough when you have answered Y to all 4 previous subquestions.</i></p>	<p>yes</p>
<p><u>Reformulate if necessary your newly adapted inquiry question.</u></p>	<p>Do students work autonomously at home if I ask the students to play the game 'Materials Hunter' and ask them to reach a certain level? Does this improve their motivation for the subject of advanced Materials Sciences? I'm talking about students of 12-14 years old, science/no science</p>