

I am the Very Model of a Modern Prof in Inquiry

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Abstract:

With apologies to Gilbert and Sullivan for [mis] appropriating their ditty “I am the very model of a modern Major General”, I expound in this version on what it means to be an instructor who focuses on deep learning and conceptual change in an inquiry-based course.

Key Words:

inquiry learning, Bloom’s taxonomy, deep learning, conceptual change.

I am the Very Model of a Modern Prof in Inquiry*

Professor: I am the very model of a modern prof in inquiry,
I push my students to the highest heights of Bloom’s taxonomy,
To have the students think themselves, that is my first philosophy,
To encourage them to move towards the heart of a controversy,
They learn all the procedures of a research methodology,
Important cognitive skills to grow into what they want to be.
I tell them inquiry helps them in future graduate research work,
And with any luck will secure them lots of grant funding from SSHRC.¹

¹ SSHRC is the Social Sciences and Humanities Research Council – a major provider of national research funding in Canada.

Students: And with any luck will secure us lots of grant funding from SSHRC.
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Professor: Inquiry teaches students to examine their own assumptions,
To consider all fallacies and validate their conclusions.
I push my students to the highest heights of Bloom's Taxonomy,
I am the very model of a modern prof in inquiry.

Colleagues: She pushes students to the highest heights of Bloom's Taxonomy,
She is the very model of a modern prof in inquiry.

Professor: I don't prepare slide lectures that will bore the students half to tears,
I don't force feed them facts that only will exacerbate their fears.
I don't answer their questions with an attitude of nonchalance,
Though sometimes I frustrate them by not giving any response.
While other classes suffer from professor-driven stagnation,
My students practice learning in collegial collaboration,
I carefully create a learner-centred class environment,
Inclusive of all students, that is absolutely my intent.

Colleagues: Inclusive of all students, that is absolutely her intent.
Inclusive of all students, that is absolutely her intent.
Inclusive of all students, that is absolutely her intent.

Professor: Other classes learn the facts and memorize them for the test,
But my students' deep learning is what separates them from the rest,
I push my students to the highest heights of Bloom's Taxonomy,
I am the very model of a modern prof in inquiry.

All: She pushes students to the highest heights of Bloom's Taxonomy,
She is the very model of a modern prof in inquiry.

Professor: Hudspith and Jenkins talk about interpreting the evidence,
Forming one's own questions, and developing the arguments,
Conclusions reached must focus on the area of inquiry,
And students must communicate them with an element of glee.
Students sometimes feel without feedback they really are quite lost,
As if I had abandoned them upon the stormy seas to toss,
They must get over sadness that there is no handy course textbook,
And find their own resources—that's something for which they all must look.

Students: And find our own resources—that's something for which we all must look.
And find our own resources—that's something for which we all must look.
And find our own resources—that's something for which we all must look.

Professor: I'll never see my name up as a teaching award nominee,
But all my students will succeed and earn their desired degree.
I push my students to the highest heights of Bloom's Taxonomy,
I am the very model of a modern prof in inquiry.

Colleagues: She pushes students to the highest heights of Bloom's Taxonomy,
She is the very model of a modern prof in inquiry.

References

- Gilbert, W. S., & Sullivan, A. (1879). I am the very model of a modern major general. *The Pirates of Penzance*.
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**With sincere apologies to Gilbert and Sullivan.*

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