

BACKGROUND & CONTEXT

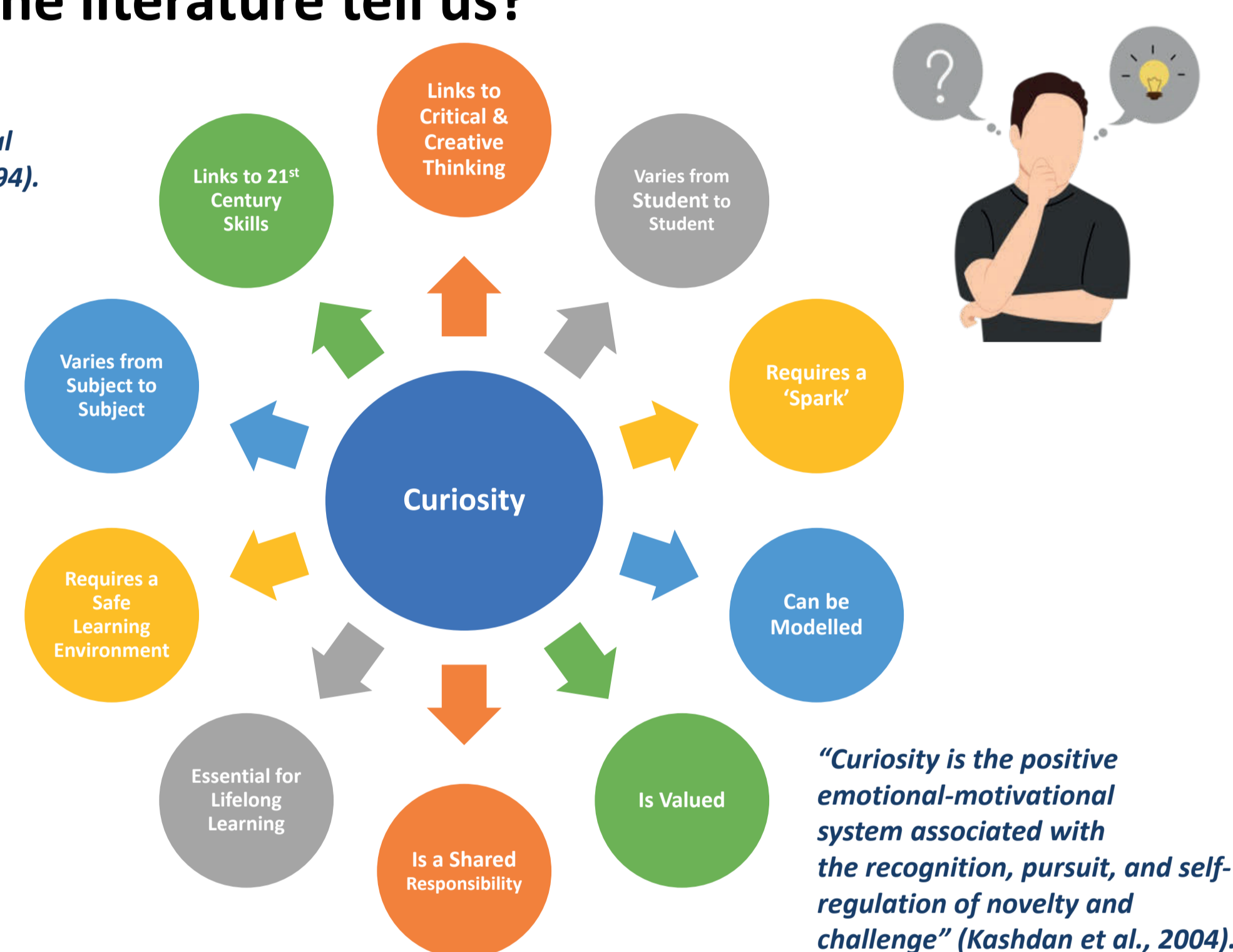
- Co-educational Christian school Years K-12, 1200 students.
- Focused on evidence-based teaching and learning practices embedded into a philosophy that values lifelong learning.

Research Focus

We are interested in the relationship between curiosity and the learning environment. We want to better understand the influencing factors that drive or diminish curiosity.

What does the literature tell us?

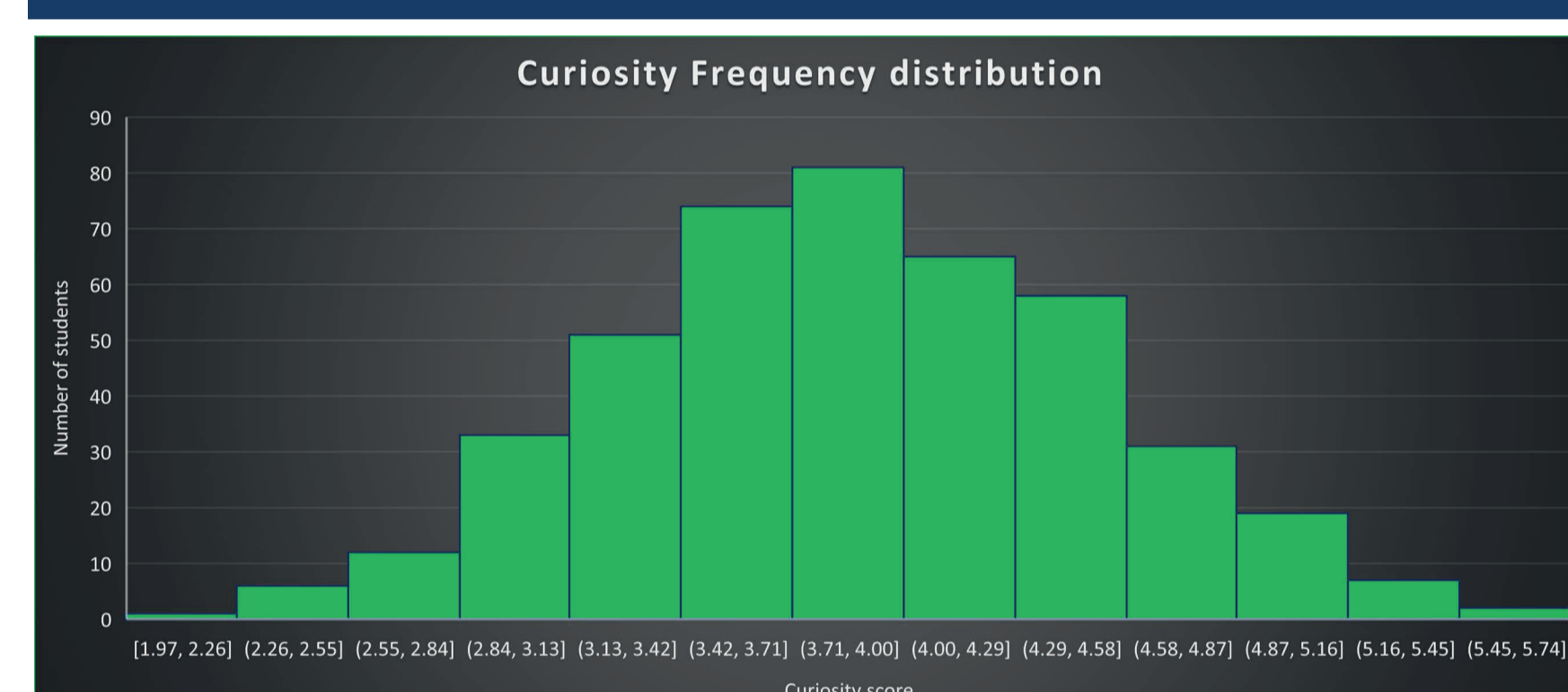
"Curiosity is described as a desire for information in absence of any external reward" (Lowenstein, 1994).



METHODS

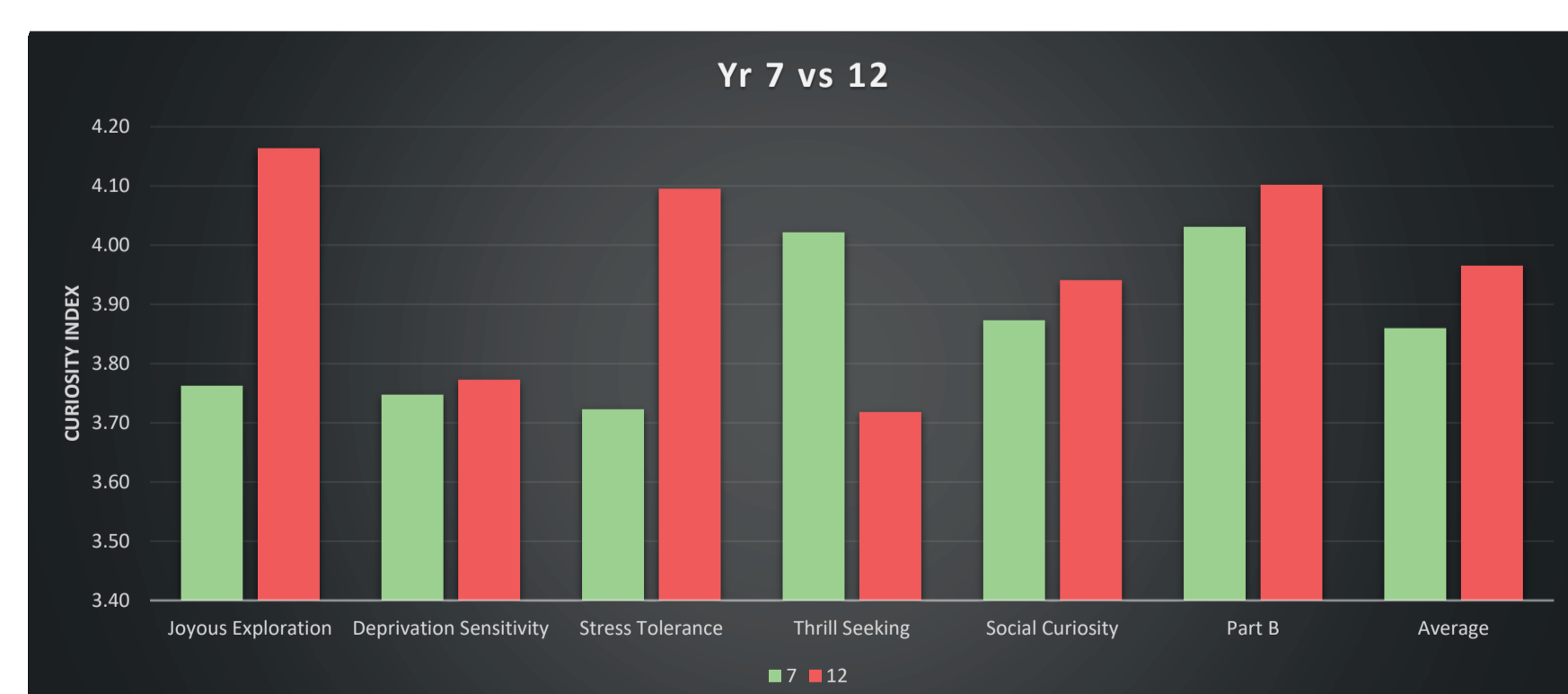
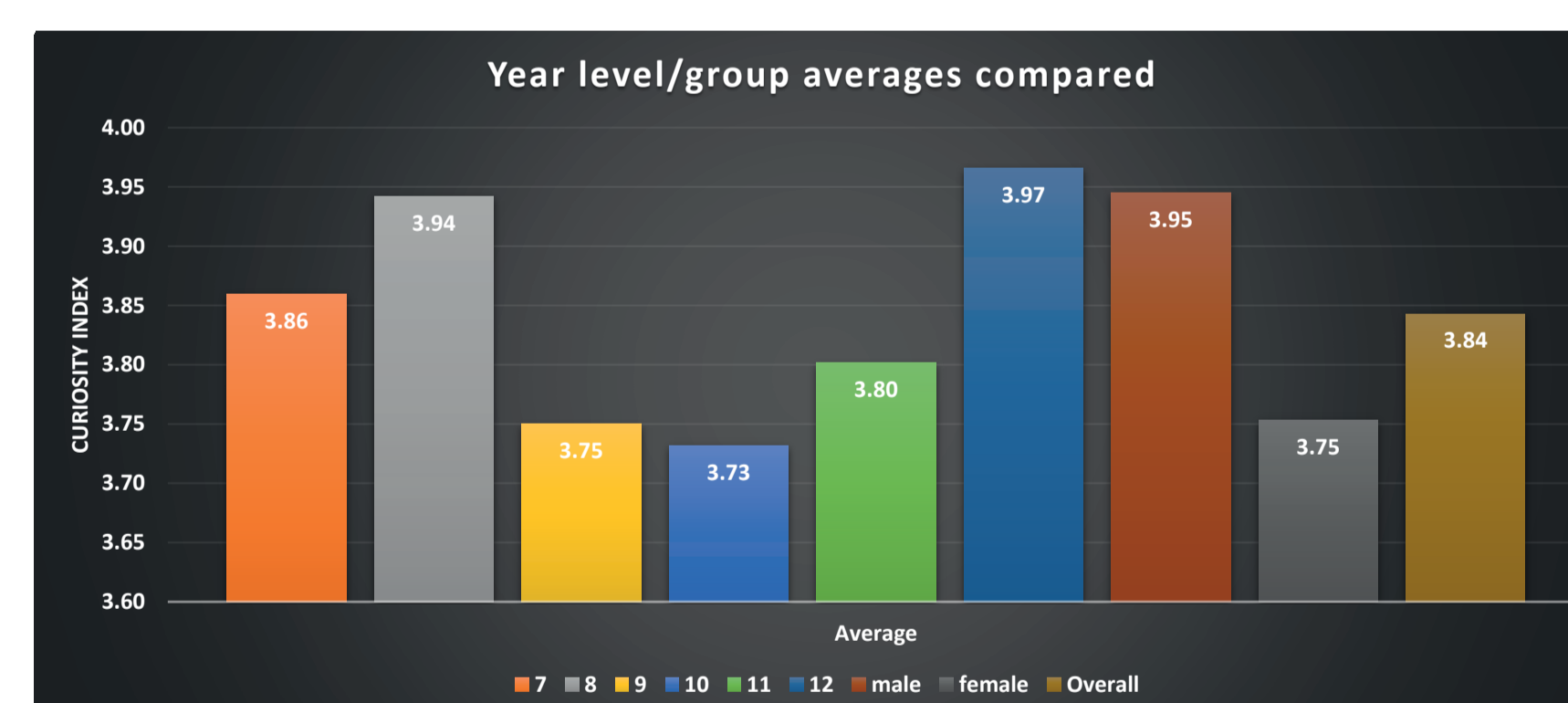
Methodology	<ul style="list-style-type: none"> • Participants: 421 students from Years 7 to 12 • Mixed methods
Procedure	<ul style="list-style-type: none"> • Student surveys • Small sample interviews
Process	In Term 2 students completed the survey online. Students were encouraged to complete it with honesty and sincerity. Survey data has been analysed and interviews will be conducted with selected students.
Measures	<p>St John'sifying Kashdan's 5DCR</p> <ul style="list-style-type: none"> • Joyous exploration, deprivation sensitivity, stress tolerance, thrill seeking and social curiosity (overt & covert). • 6-point Likert scale, from 1= <i>does not describe me at all</i> to 6 <i>completely describes me</i>. <p>Interviews</p>
Data Analysis	• Descriptive, diagnostic, predictive and prescriptive

ANALYSIS & RESULTS



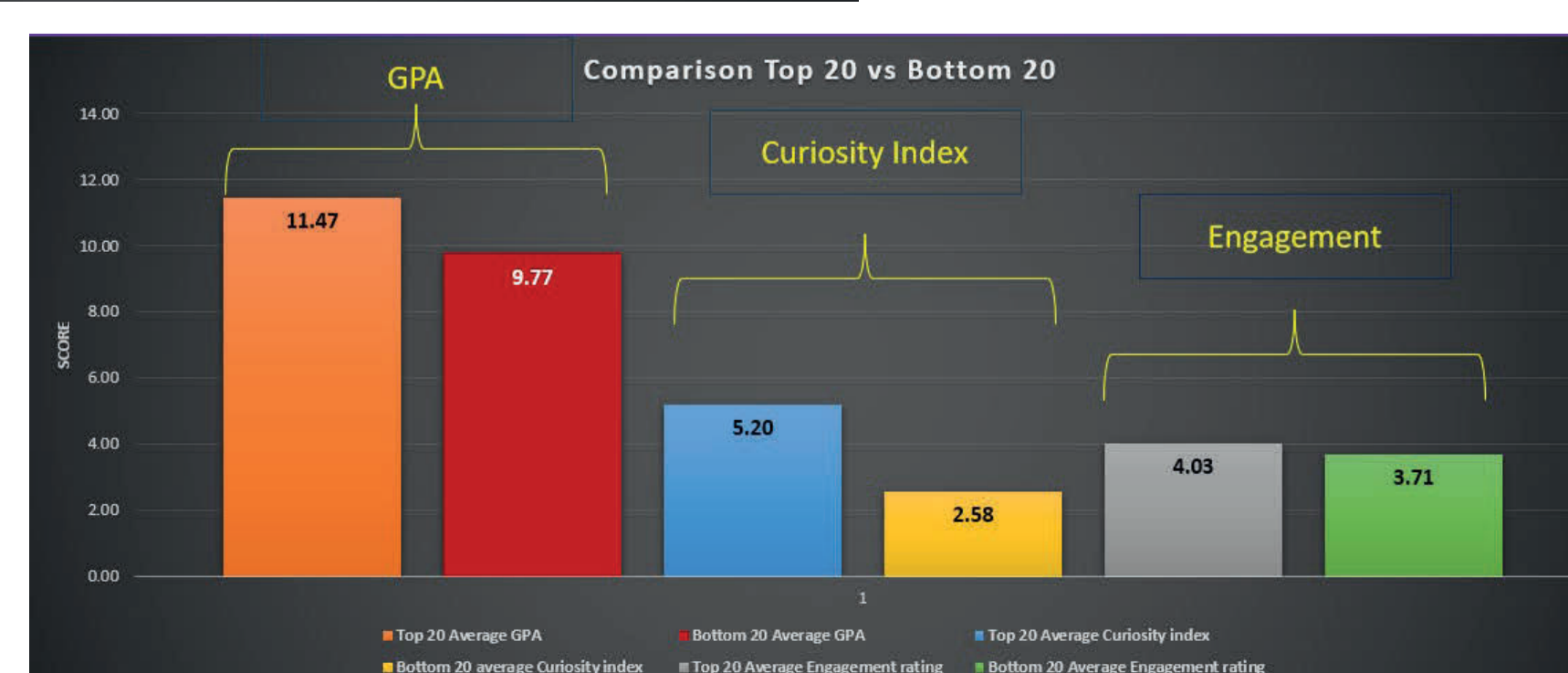
Frequency Distribution

Year Level Averages Compared

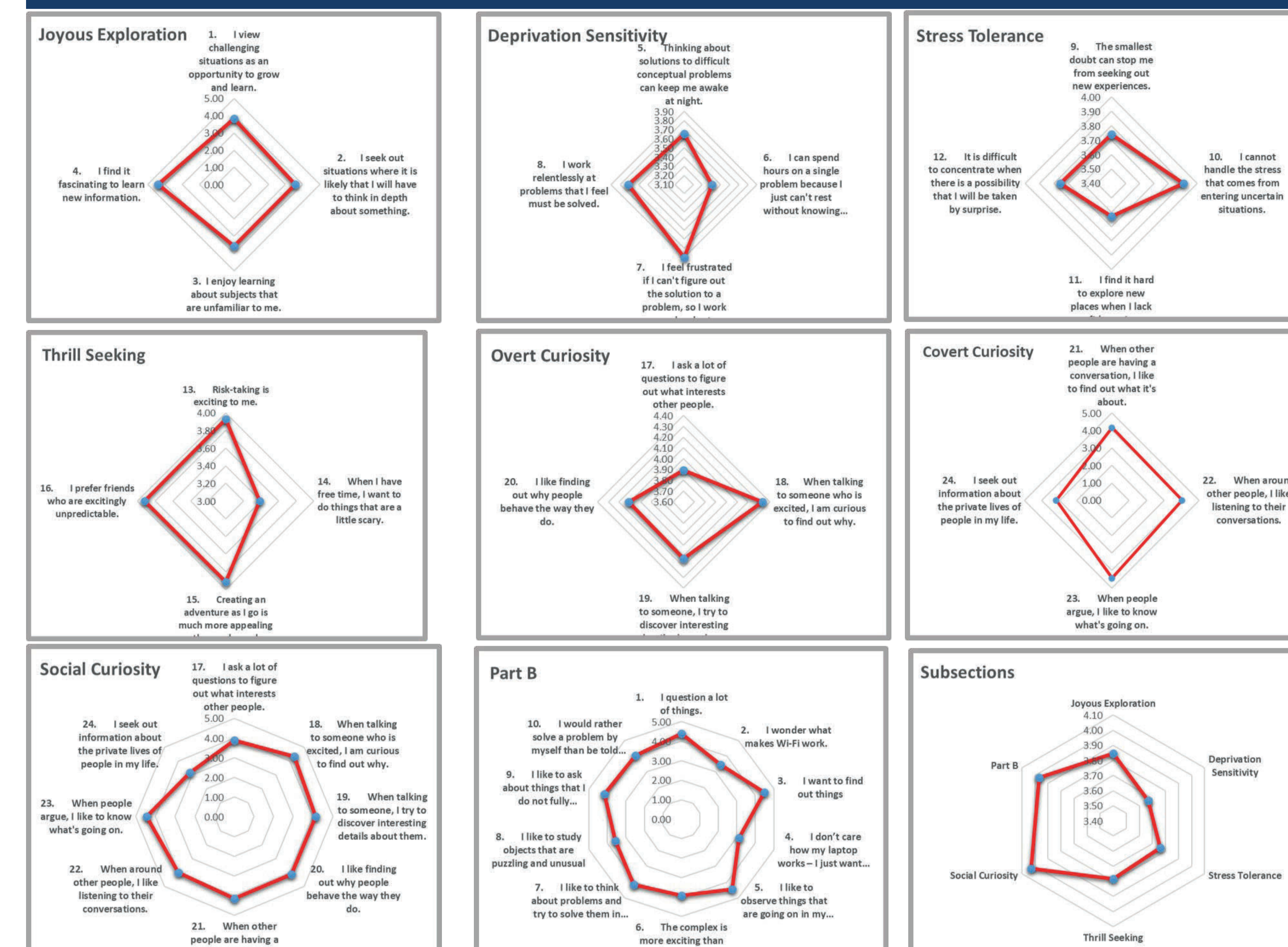


Year 7 vs 12

Comparison of the Top 20 vs Bottom 20



ANALYSIS & RESULTS cont.



Key Learnings:

- Asking questions and being curious every day can fuel our students personal and professional growth and propel them to success in their futures.
- Having a curious mindset and the relentless questioning will lead them down a path of discovery, creativity, innovation and growth.
- We need to harness their curiosity, look for opportunities to promote this, and foster common language and discussions around this important concept.

LIMITATIONS & CHALLENGES

- Surveys: unknown sincerity of responses; language may have been difficult for students to understand; additional questions would have been beneficial.
- Time of day to complete surveys was not ideal.

CONCLUSIONS & NEXT STEPS

1. There are identifiable trends that warrant greater investigation.
 2. We did not see a huge drop off in curiosity in the higher year levels, but we did see evidence of the **adolescent dip**.
 3. Curiosity sustains/endures more than we thought.
 4. Does our school kill curiosity? – too early to tell from this data but there are hopeful signs that we are not harming curiosity.
 5. Lesson planning should consider the three pillars of curiosity: **motivation, interest and desire**
- Next Steps:**
- Conduct interviews with the top and bottom 20.
 - Expand the study to include teachers.
 - Continue to be actively proactive in fostering curiosity.

RESEARCH QUESTIONS

To what extent are our students curious?

What are our students' understandings of curiosity?

What are our educators doing to foster curiosity?

What prompts students to take action to address knowledge gaps?