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Ms. Guzman

Inquiry Capstone Project

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Annotated Bibliography

Fisher, Julia Freeland, et al. Who You Know: Unlocking Innovations That Expand Students' Networks. Jossey-Bass, 2018.

This is the first of three books that Wilson Platt recommended to Johanna and me. This was one source that I knew I wanted to include in this bibliography because it shows the kind of thought process that ImBlaze and Big Picture Learning were built through. This is incredibly important because a major part of this project is understanding ImBlaze. Some of the important ideas from Fisher's book include the social capital gap and the importance of providing kids with connections that lead to opportunities and diverse perspectives. These ideas are important to the ILPs we do at SLA, another reason I thought this was a good resource to work with.

Hornsby, Eleanor Iwamoto, and Jeremy Spry. "ImBlaze at Science Leadership Academy." 9 Feb. 2026.

This is an interview I conducted with Jeremy Spry in order to get a better understanding of Science Leadership Academy's relationship with ImBlaze. Since Jeremy is one of the big coordinators of ILP-related stuff, I thought he was an important figure to speak with, and this interview provided me with a lot of useful information. The main idea I got from this interview was that there's a gap between Big Picture Learning and SLA that hasn't gotten a lot of attention.

One thing the study guide can do is bridge that gap and translate ImBlaze into SLA language. Another really important idea Jeremy gave me was to alter the ILP reflection form to prompt answers that can be fed to ImBlaze to enhance the internship and organization descriptions. Both of these are things that I will keep in mind while I continue working on this project.

Hornsby, Eleanor Iwamoto, and Viulka Guzman. "The Teaching of ImBlaze from a Teacher's Perspective." 2 Feb. 2026.

This was an interview I conducted with my advisor, Ms. Guzman. I wanted to ask her about her personal experience teaching our advisory how to use ImBlaze and see what this process looked like from a teacher's perspective. Before this interview, the information I had was based on my personal experience with ImBlaze and everything Wilson Platt has told me about the ideal use of ImBlaze. My takeaway from this interview was that the teachers are not given much information except for a slideshow and a quick walkthrough. This interview was really helpful in grasping a wider understanding of how people feel about ImBlaze, and it was really helpful for me when I was drafting the teacher feedback survey.

Platt, Wilson. "ImBlaze Student Intro Training 2025 - Mobile." Google Slides, 16 July 2025, docs.google.com/presentation/d/1KXj3Ynl0Wv3tiitWKQgUgDzYT3It0cEOhtjmatO35O0/edit?slide=id.g370c6cbc71a_0_174#slide=id.g370c6cbc71a_0_174.

This is a slideshow that Wilson Platt (my mentor) shared with me. It's one of the official slide decks that ImBlaze uses to teach the software to people. Since a major part of this project is going to be gaining a better understanding of how ImBlaze works, this is going to be a really

helpful resource. This is one of a few slide shows that I will cite, but this one is unique because it gives us more insight into how the ImBlaze organization wants to teach the software. There are a few thinking prompts and presentation notes that are included, which will both be helpful as we navigate the best way to teach this resource.

Platt, Wilson. "Student Mobile App ImBlaze 2.0 Deck" Google Slides, 5 August 2025,

https://docs.google.com/presentation/d/1D8LCzPpGCVAWfGt8hOf5Yh8m4__XhxSmzXy6pZI2oBk/edit?slide=id.g372e76ad9c5_0_189#slide=id.g372e76ad9c5_0_189

This is the second slide deck that Wilson Platt shared with me. This one gives more details about how to use ImBlaze as a student who wants to find an internship. It has instructions on how to log in from a mobile device, how to search for opportunities, how to check in/check out, and how to set a schedule. This resource will be extremely helpful in making the guidebook, because we are going to need all this information in this amount of detail. We are going to use the feedback we gather from students and teachers to try to highlight places that seem to be generally confusing. If questions about ImBlaze can't be answered with the information in these slides, we'll know to talk to Wilson Platt and highlight that in the guidebook.

Platt, Wilson. "Student Web Version ImBlaze 2.0 Deck 2025." Google Slides, 17 September 2025,

https://docs.google.com/presentation/d/1doHNQEZ2A60RKtWXuJEKH6Px_B8sSNULrC9oWQRkFw/edit?slide=id.g377316a995a_0_62#slide=id.g377316a995a_0_62

This slide deck is almost identical to the “Student Mobile App ImBlaze 2.0 Deck” except it tells you how to use ImBlaze on your computer/on the website. This was another official ImBlaze slideshow that was shared with my partner and me by Wilson Platt. This source is going to be useful because we want to compile all of what we learned into one document that anyone using ImBlaze from any device will find informative. One limitation of this source is that it doesn’t provide us with much new information since it is mostly the same as the Mobile App instructions.

Taylor, Ren. “HOW TO WRITE A User Guide: A 10-Step Process.” Content Operations for Information Developers, Heretto, 15 Jan. 2026, www.heretto.com/blog/user-guides-for-software.

This is an article about how to make a good guidebook. It goes over “The 10 Key Features of a High-Quality, User-Friendly Software Guide”: Easy words, pictures and diagrams, step-by-step instructions, quick help list, search option, real-life examples, friendly tips, feedback spot, clear layout, and symbols and signs. The guidebook, being one major part of this project, was something I wanted to put some research into. I don’t want to make a guidebook that is unhelpful or boring, but after reading this article, I feel like I have the skills I need to make an interesting and useful book. Since this article doesn’t really talk about the visually aesthetic side of design, I found another article that does. This can be found in the unannotated section at the bottom of this doc.

“Using Effective Questions to Engage Students: Center for Teaching Innovation.” Using Effective Questions to Engage Students | Center for Teaching Innovation, teaching.cornell.edu/teaching-resources/engaging-students/using-effective-questions-engage-students. Accessed 12 Feb. 2026.

Since another big part of this project is gathering and applying feedback, I wanted to do some research on how to ask questions that will give good answers. I felt confident that the teachers would give descriptive feedback through a survey, but I was worried that students wouldn't be motivated to fill out a form, so I opted to go talk to advisory groups in person. Because of this, I wanted to prepare myself to ask good questions that would get good answers. This article gives some guidelines for asking effective questions and goes over objectives, strategies, and filters to think about. This is going to be really helpful as I narrow down my question list for advisory groups.

Washor, Elliot, and Charles Mojkowski. *Leaving to Learn: How Out-of-School Learning Increases Student Engagement and Reduces Dropout Rates*. Heinemann, 2013.

This is the second of the three books that Wilson Platt recommended to me. Similar to the first book by Julia Freeland Fisher, this book talks about social capital and the importance of making connections. This book has a focus on increasing student engagement by learning through interests: letting kids explore their interests through internships and hands-on experience, rather than making them sit in a class that they don't find beneficial. I wanted to use this source because, just like with Fisher's book, it gives a really unique and interesting perspective on some ideas that Big Picture Learning and ImBlaze were built around.

Washor, Elliot, and Scott Boldt. Learning to Leave: How Real-World Learning Transforms Education. Big Picture Learning, 2023.

This is the third and final book that I am citing. This was another one that Wilson Platt recommended I look into, and it's a sequel to Leaving to Learn: How Out-of-School Learning Increases Student Engagement and Reduces Dropout Rates. While the two books cover some of the same topics, from what I understand, this book puts more of an emphasis on the International Big Picture Learning Credential, which emphasizes evidence-based evaluations rather than just grades. I wanted to use this source because, while it does everything the other Elliot Washor book does, it also gives us a more recent account of his thoughts on matters that are important to this project.

Extra Citations

"ImBlaze Youtube Account" You Tube, https://www.youtube.com/@imblaze_2.0/videos

Staff. "How to Create a Great-Looking Guide That Engages Readers." Guidebook, Guidebook, 9 Oct. 2025, www.guidebook.com/post/how-to-create-a-great-looking-guide.

WashorCo-Founder, Elliot, and Elliot Washor. "Learning in the Open Air: Supporting Young People to Become Outlearners." Education Reimagined, Education Reimagined, education-reimagined.org/learning-in-the-open-air-supporting-young-people-to-become-outlearners/. Accessed 12 Feb. 2026.