

## What is Inquiry?

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“Inquiry is a systematic investigation or study into a worthy question, issue, problem or idea.”

[www.galileo.org/inquiry-what.html](http://www.galileo.org/inquiry-what.html)

Authentic Learning is ...

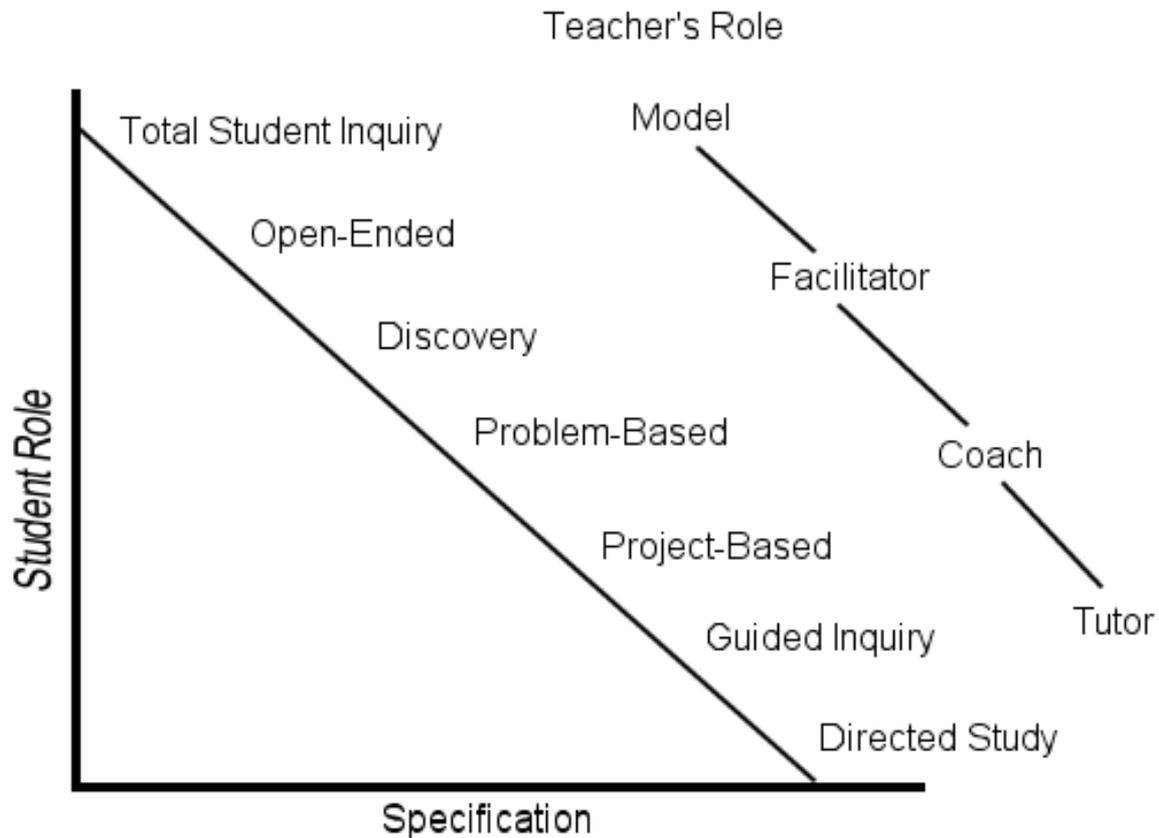
“Construction of knowledge, through disciplined inquiry, to produce discourse, products and performances and that have meaning beyond success in school.”

Wehlage, Newman & Secada

Care of [www.inquiringmind.co.nz](http://www.inquiringmind.co.nz)

# Spectrum of Inquiry-Based Learning

## The Path Towards Student Inquiry



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## Some qualities that make a successful inquiry-based unit (via Kath Murdoch)

- ✦ The best topics are built around **big ideas** and engage students in learning about **significant, robust and transferable ideas**
- ✦ Shared “**throughlines**” within the school (i.e. themes of fundamental ideas).

For example;

people and relationships are constantly changing,  
environments change over time,

understanding the past can help us to understand the present and make informed choices for the future

## Some qualities that make a successful inquiry-based unit (via Kath Murdoch)

- ✚ Developing and articulating **shared visions** with teachers and students establishes a stronger sense of shared purpose
- ✚ Activities that involve **real people, real places** and the stories that surround them
- ✚ Units fall flat when we fail to **connect students with the emotional terrain** around a topic
- ✚ Ensure that students **gather information from direct experience and stories** (expert incursions and excursions)

## Some qualities that make a successful inquiry-based unit (via Kath Murdoch)

- ✦ Inquiry learning requires teachers to be **looking for opportunities** to make worthwhile curriculum connections
- ✦ Students being **given genuine choices** about what they will learn, how they will inquire and how they will show what they know
- ✦ A great unit is **both relevant and challenging** – students come away from it with new, deeper understandings and new questions
- ✦ Great units involve both students and teachers in **regular explicit reflection**

## Some qualities that make a successful inquiry-based unit (via Kath Murdoch)

- ✚ Great inquiry units **work towards a goal** – a problem or a project can really drive and help sequence a successful inquiry
- ✚ Whilst inquiry learning can happen effectively within the scope of one KLA the best units are those where **students connect learning across the curriculum**
- ✚ Useful tool is the **double-entry journal**:  
one side of the page is descriptive (recording what is being done as the inquiry unfolds) and the other documents reflections on and the questions arising from those experiences

## Some qualities that make a successful inquiry-based unit (via Kath Murdoch)

- ✚ A good unit **feels like a journey** rather than a smorgasbord of related activities
- ✚ A great unit has a deft **mix of the planned and spontaneous**, or deliberate, guided tasks and the more organic, responsive teaching arising out of the interactions we have with students

# Sample Learning Matrix

| <b>LEARNING MATRIX 1: Around The World in 14 Days</b><br>My area of interest:..... |                    | Self Assessment  |                        |   |  |
|--|--------------------|--|------------------------|---|--|
|  |                    | Learning Progress  |                        | Your Evidence:<br>What tasks you did?<br>Where your evidence is?<br>Eg, Maths Chapter 2a-g in my Math homework book |  |
|  |                    | Not  | Learned                |   |  |
| NAME:  | PARTNER:           | Have heard of this   | Learned this with help | Learned this on my own  |  |
| DUE DATE:  |                    |  |                        |   |  |
| <b>Essential Learning Elements</b>   |                    |  |                        |   |  |
| D.9.B  | Literacy & SOSE    | Show that you can construct a map that includes all the <b>B.O.L.T.S.S.</b> conventions  |                        |   |  |
| D.10.C   |                    | Show your understanding of change over time in the form of a <b>timeline</b>   |                        |   |  |
| D.3.R  |                    | Demonstrate <b>quality note taking</b> skills from workshops attended  |                        |   |  |
| D.3.L<br>D.3.L.1,2<br>.3.4   |                    | Show that you are up to date with all set <b>Literacy</b> rotation tasks   |                        |   |  |
| D.3.L  |                    | Show how you have <b>expanded your vocabulary</b> through your understanding of new words related to <b>Maths, English, History and Science.</b> |                        |   |  |
| D.3.L4<br>D.3.L1   |                    | Show your understanding of the use of a variety of <b>descriptive language techniques</b>  |                        |   |  |
| P.8.A  | Personal Learning  | Participate in <b>school events</b> , or with the school in <b>local or community events</b>   |                        |   |  |
| P.6.E<br>IN.7.H  |                    | Demonstrate your ability to <b>clearly plan</b> and <b>organise</b> your learning  |                        |   |  |
| P.5.A<br>P.6.A<br>P.5.C  |                    | Show that you understand how to request and attend a variety of <b>learning workshops</b>  |                        |   |  |
| P.6.A<br>P.6.C   |                    | Show that you understand how to set short and longer term <b>goals</b>   |                        |   |  |
| D.12.I   | Literacy & Science | Show your understanding of the Mathematical use of <b>multiples</b> and <b>factors</b>   |                        |   |  |
| D.12.A   |                    | Show your understanding of how to use <b>prime and composite numbers</b>   |                        |   |  |
| D.12.A   |                    | Demonstrate your ability to use <b>index notation</b>  |                        |   |  |
| D.12.E   |                    | Demonstrate your understanding of <b>squares</b> and <b>square roots</b>   |                        |   |  |
| D.12.J   |                    | Show your understanding of <b>BODMAS</b>   |                        |   |  |



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