

What is Inquiry?

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

www.galileo.org/inquiry-what.html

Authentic Learning is ...

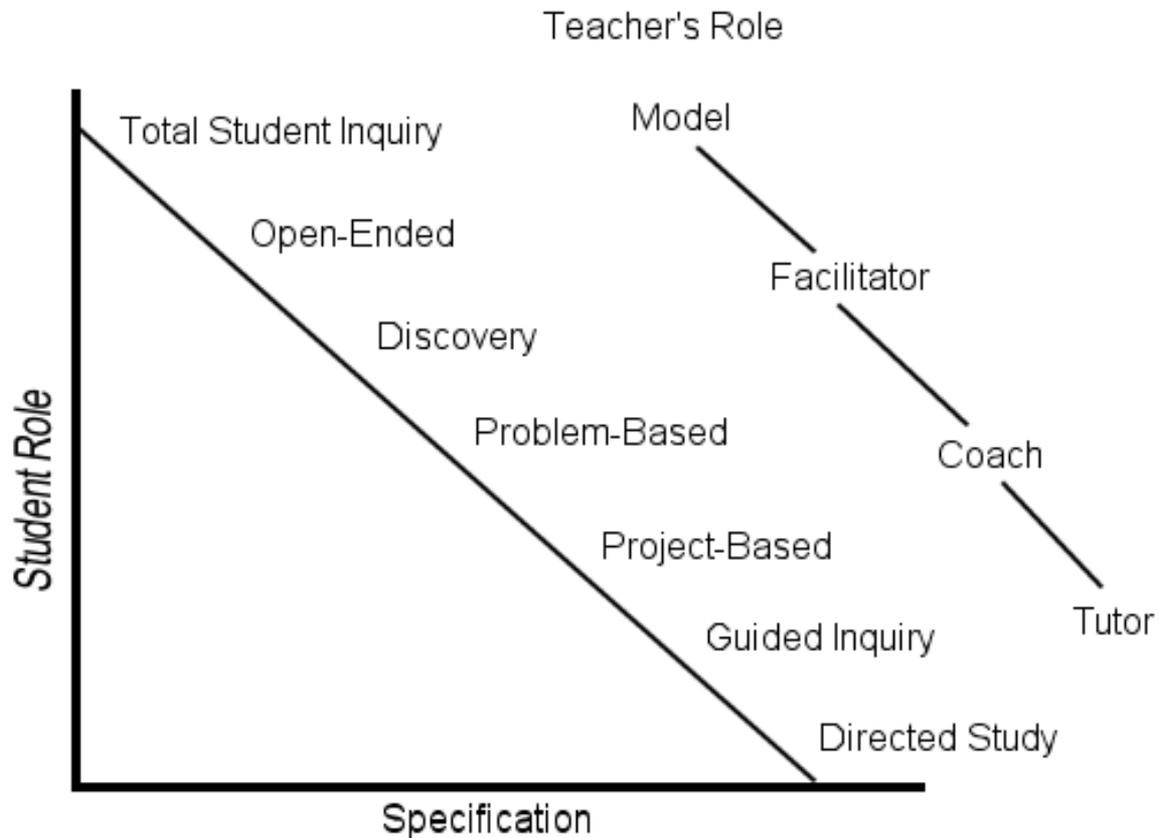
“Construction of knowledge, through disciplined inquiry, to produce discourse, products and performances and that have meaning beyond success in school.”

Wehlage, Newman & Secada

Care of www.inquiringmind.co.nz

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

LEARNING MATRIX 1: Around The World in 14 Days My area of interest:.....		Self Assessment			
		Learning Progress		Your Evidence: What tasks you did? Where your evidence is? 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:					
Essential Learning Elements					
D.9.B	Literacy & SOSE	Show that you can construct a map that includes all the B.O.L.T.S.S. conventions			
D.10.C		Show your understanding of change over time in the form of a timeline			
D.3.R		Demonstrate quality note taking skills from workshops attended			
D.3.L D.3.L.1,2 .3.4		Show that you are up to date with all set Literacy rotation tasks			
D.3.L		Show how you have expanded your vocabulary through your understanding of new words related to Maths, English, History and Science.			
D.3.L4 D.3.L1		Show your understanding of the use of a variety of descriptive language techniques			
P.8.A	Personal Learning	Participate in school events , or with the school in local or community events			
P.6.E IN.7.H		Demonstrate your ability to clearly plan and organise your learning			
P.5.A P.6.A P.5.C		Show that you understand how to request and attend a variety of learning workshops			
P.6.A P.6.C		Show that you understand how to set short and longer term goals			
D.12.I	Literacy & Science	Show your understanding of the Mathematical use of multiples and factors			
D.12.A		Show your understanding of how to use prime and composite numbers			
D.12.A		Demonstrate your ability to use index notation			
D.12.E		Demonstrate your understanding of squares and square roots			
D.12.J		Show your understanding of BODMAS			



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