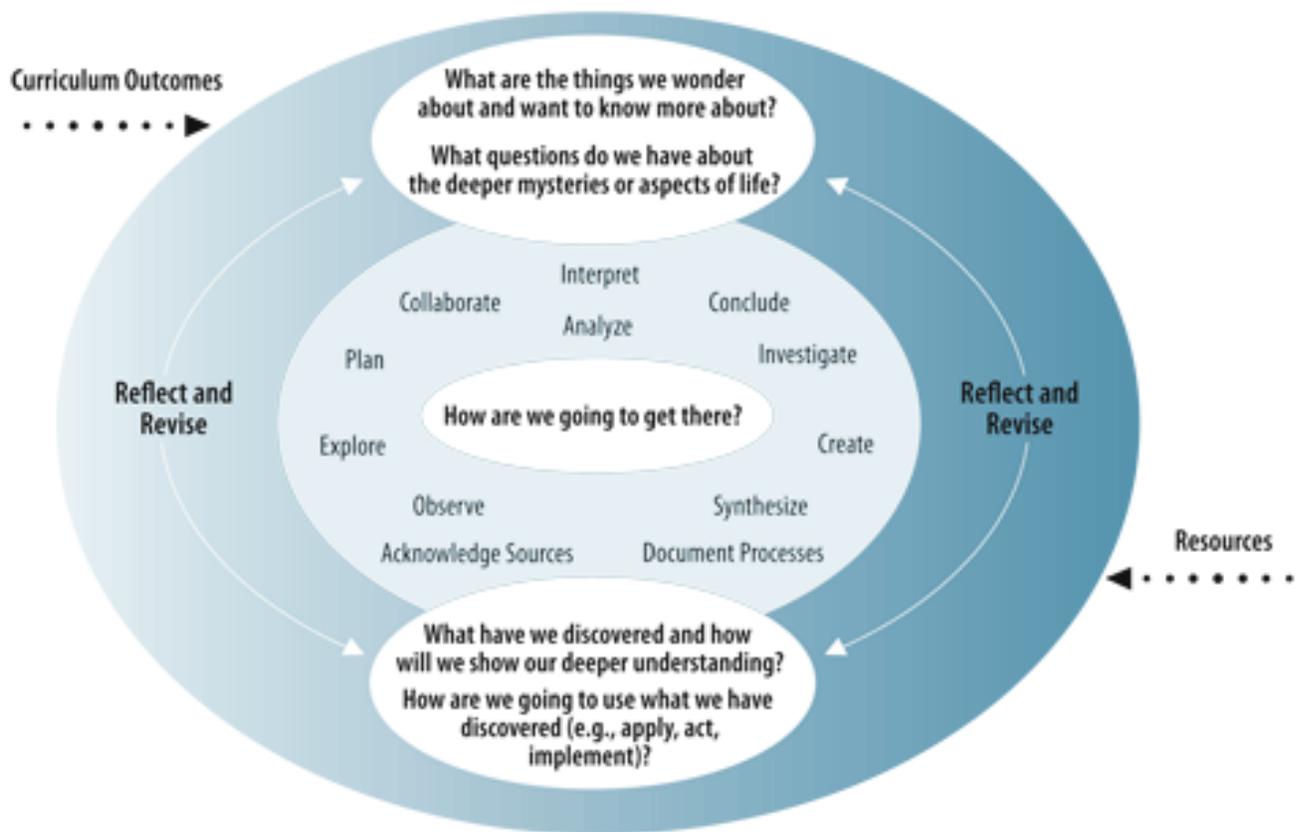


Constructing Understanding Through Inquiry



Contained in each curriculum document at www.curriculum.gov.sk.ca

Comparing Frameworks for the Inquiry Approach

Saskatchewan curriculum advocates an approach to inquiry that is cyclical, multidirectional, reiterative, and can occur in the moment, with planning for a lesson or a unit, in a subject area, or interdisciplinary approach. Advocates of inquiry provide a variety of models for implementation to structure or explain the work involved in the inquiry. These are not steps, nor are they a research model, but an organizing framework. An approach can be applied to a single question, a lesson, a unit, or even a long-term inquiry. Some models are provided below and compared to the approach advocated by the ministry.

Comparison of Various Frameworks by Inquiry Advocates

<p>Ministry of Education. Constructing Understanding through Inquiry. (above) <i>Based on big ideas to reach curricular outcomes, with reflection and revision throughout.</i></p>	<p><i>Jeff C. Marshall "Teaching through Inquiry"</i> http://www.ascd.org/ascd-express/vol8/821-marshall.aspx#Uq17QVRS WE4.facebook Retrieved 15 September 2013.</p>	<p>Jeff Wilhelm, (2007, p. 12). <i>Frame the Inquiry</i> <i>Set goals, articulate purpose, negotiate final projects, set up backwards plan</i></p>	<p>Wiggins and McTighe,, (2003), adapted by Wilhelm,(2000, p.12).</p>	<p>Saskatchewan Professional Development Unit Phases in Inquiry Learning</p>
<p>What are the things we wonder about and want to know more about?</p>	<p>Engage Includes all of the following aspects: (1) probing prior knowledge; (2) identifying alternatives or misconceptions; (3) providing motivation and interest-inducing stimuli; and (4) developing questions.</p>	<p>Motivate, establish big idea, activate prior knowledge, establish personal connections to the topic</p>	<p>W- Where are we going? Why?</p>	<p>Phase One – Setting the Context</p> <ul style="list-style-type: none"> ● Wondering and questioning ● Presenting problems ● Introducing Issues
<p>What questions do we have about the deeper mysteries or aspects of life?</p>	<p>Explore Includes actively involving students in one or more of the following activities:</p>		<p>H – Hook – ask big questions, connect students to topic</p>	
<p>How are we going to proceed?</p>	<p>predicting, designing, testing, collecting, and reasoning.</p>	<p>Develop established conceptual and strategic tools through an instructional sequence and develop new concepts and tools through instructional sequence</p>	<p>E – Experience and Equip – students are immersed in an instructional sequence to explore concepts and strategies</p>	<p>Phase Two: Investigating & Knowledge Building</p> <ul style="list-style-type: none"> ● Gathering, critiquing, and analyzing ● Interpreting information ● Posing questions ● Connecting to prior knowledge ● Exploring ideas ● Integrating and connecting
<p>What have we discovered and how will we show our deeper understanding?</p>	<p>Explain Students are involved in a recursive cycle between evidence and explanations. Ideally, the practices (or process skills) and content become embedded in the investigation.</p>	<p>Analyze available data, organize data, design and represent demonstrations of understanding into a knowledge artifact for sharing and use, get feedback from peers, critique, rethink, revise</p>	<p>R- Reflect, rethink, rehearse, revise</p>	<p>Phase Three: Sharing Understanding</p> <ul style="list-style-type: none"> ● Explaining and applying ● Creating a new idea ● Reflecting on learning
<p>How are we going to use what we have discovered (e.g., apply, act, implement)?</p>	<p>Extend Providing one or more opportunities for students to apply their knowledge in meaningful, authentic contexts during the extend phase helps students solidify their conceptual understanding and develop a more permanent mental representation.</p>	<p>Re-present publicly and use for real purposes, move towards new applications and social actions</p>	<p>E - Exhibit and evaluate</p>	