### True Inquiry vs. Flawed Inquiry

#### Back & Forth Flow of Knowledge
- **Teacher** poses an idea or concept and asks targeted questions which incite students to share ideas and ask follow-up questions.
- **Student** responds with additional thoughts providing progressively more in-depth and imaginative insights on the same and ongoing.
- **Teacher** ensures that students have access to the resources they need and the instruction they require.
- **Student** can only engage and build on the knowledge they are given, not on their own initiative.

#### One Directional Flow of Knowledge
- **Teacher** presents an idea or concept and asks specific questions.
- **Teacher** provides direct resources or learning activities from which the answers to the questions can be found.
- **Student** completes the activity or research and presents the answer to the question with little or no higher level thinking.

### Teacher as a Facilitator vs. Teacher as an Instructor

#### Teacher as a Facilitator
- **Teacher** prompts student questioning and idea sharing with purposeful questions.
- **Teacher** ensures that students have access to the resources they need and the instruction they require.
- **Teacher** sets expectations but students are held accountable for their own actions.

#### Teacher as an Instructor
- **Teacher** lectures and does not encourage communication and questioning.
- **Teacher** provides resources.
- **Teacher** strictly monitors and micromanages student behavior.

### Student Ownership vs. No Buy-In From Students

#### Student Ownership
- **Student** is given meaningful tasks that are engaging and challenging.
- **Accountability** is increased when students are part of a cooperative group and others are depending on them.

#### No Buy-In From Students
- **No sense of ownership** when students have no choice in how to investigate a problem.
- **No sense of ownership** when they have no one depending on them and therefore no incentive to perform beyond minimum expectations.

### Promotes Curiosity and Creativity vs. Stifles Curiosity and Creativity

#### Promotes Curiosity and Creativity
- **Students**’ natural curiosity is piqued in true inquiry as they explore a concept and ask their own questions to further understand what they are learning.
- **Students** are encouraged to think outside the box and creatively test their theories.

#### Stifles Curiosity and Creativity
- **Implies** that students’ questions are irrelevant, and they only need to focus on what is in the textbook or taught by the teacher.
- **Little to no opportunity for creative thinking**.

### Prepares Students for Future Challenges and Roles vs. Limits Students in Their Thinking

#### Prepares Students for Future Challenges and Roles
- **Students** learn valuable 21st century skills such as creativity, collaboration, perseverance, and problem solving.
- **Authentic work** is representative of what adults do in the real world.
- **Mimics the adult thinking process** of analyzing an idea, breaking it into manageable parts, and seeking comprehension of each part to build a conceptual understanding.

#### Limits Students in Their Thinking
- **No opportunity to practice 21st century skills** through “sit and get” learning.
- **Work has no real world purpose**.
- **No opportunity to think critically and creatively**.

### Wide Range of Resources vs. Limited Resources

#### Wide Range of Resources
- In addition to books and online resources, students consult experts or conduct their own investigations.
- **Students** use the resources to explore their ideas.

#### Limited Resources
- Research is limited to books and online sources.
- **Students** use the resources by following a plan already built by the teacher.

### Increased Opportunities for Communication vs. Limited Communication

#### Increased Opportunities for Communication
- **Students** must communicate their needs and thoughts through questioning and answering.
- **Students** interact with others and express their ideas and opinions.

#### Limited Communication
- **Communication** is limited to verbal feedback and general ideas.
- **Teacher** provides very minimal questions or feedback.

### Rigorous Questions and Activities vs. Low-Level Questions & Activities

#### Rigorous Questions and Activities
- **Questions** increase in rigor to include open-ended or Higher Order Thinking questions such as analysis and evaluation.
- **Activities** involve working on projects such as multi-stage investigations and multi-lesson investigations.

#### Low-Level Questions & Activities
- **Questions** are often limited to factual knowledge and independent comprehension.
- **Activities** are often limited to working on a set of problems or skills.
- **Students** complete a task or section of the project step-by-step, with little to no higher level thinking.

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INQUIRY-BASED LEARNING: Can You Identify What True Inquiry Looks Like?

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- Teacher responds with additional thoughts providing progressively more in-depth and imaginative insights on the same and ongoing.
- Students build on and initiate new investigations and collaborations based on evidence.

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