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

**True Inquiry**

- **Back & Forth Flow of Knowledge**
  - Teacher poses an open concept and asks targeted questions which lead to students sharing ideas and asking additional questions.
  - Teacher receives with additional thought provoking questions which investigate on their own and analyze.
  - Final thought.
- **Student Ownership**
  - Students build on and defend new explanations and understandings based on evidence.
- **Teacher as a Facilitator**
  - Teacher prompts student questioning and idea sharing during the process.
  - Teacher ensures that students have access to the necessary tools and resources.
  - Teacher into organizations but students are held accountable for their own actions.
- **Honors Curiosity and Creativity**
  - Students' natural curiosity is peaked 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.
- **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.
- **Increased Opportunities for Communication**
  - Students must communicate their needs and offer progress updates.
  - Students may present their findings verbally, in writing, or through a media presentation.
- **Rigorous Questions and Activities**
  - Questions increase in rigor to include upper level Bloom’s Taxonomy such as synthesis and evaluation.
  - Activities reach levels 2 through 4 of Webb’s Depth of Knowledge (Working with Skills and Concepts, Short-Term Strategic Thinking, and Extended Strategic Thinking).

**Flawed Inquiry**

- **One Directional Flow of Knowledge**
  - Teacher poses an exact concept and asks specific questions.
  - Teacher provides direct answers or learning activities which result in the student solving the question as asked.
  - Answer is found.
- **No Buy-In From Students**
  - No sense of ownership when they have no choice in how to investigate or form conclusions.
  - Students working independently have no one depending on them and therefore no incentive to perform beyond minimum expectations.
- **Limits Student to a Student Mentality**
  - No opportunity to practice 21st century skills through “sit and get” learning.
  - Work has no real-world purpose.
- **Limited Communication**
  - Communication is limited to written work or perhaps asking the teacher.
- **Low-Level Questions & Activities**
  - Questions are limited to knowledge and comprehension.
  - Activities are limited to levels 1, 2, or 3 of Webb’s Depth of Knowledge (Recall and Reproduction).
  - Students complete a task or activity by following step-by-step instructions, with little to no higher-level thinking.