
Inquiry Based Learning

Inquiry-based learning is an “instructional model that centers learning on a solving a particular problem or answering a central question.” -Indiana University Bloomington

The 4 Steps of Inquiry-Based Learning

Start by thinking of topics that generate your own curiosity then try to recreate this moment for your Young Marines by asking them similar questions or generating discussion. What comes next in inquiry-based learning? This can be answered in four basic steps that should represent the outline of this process.

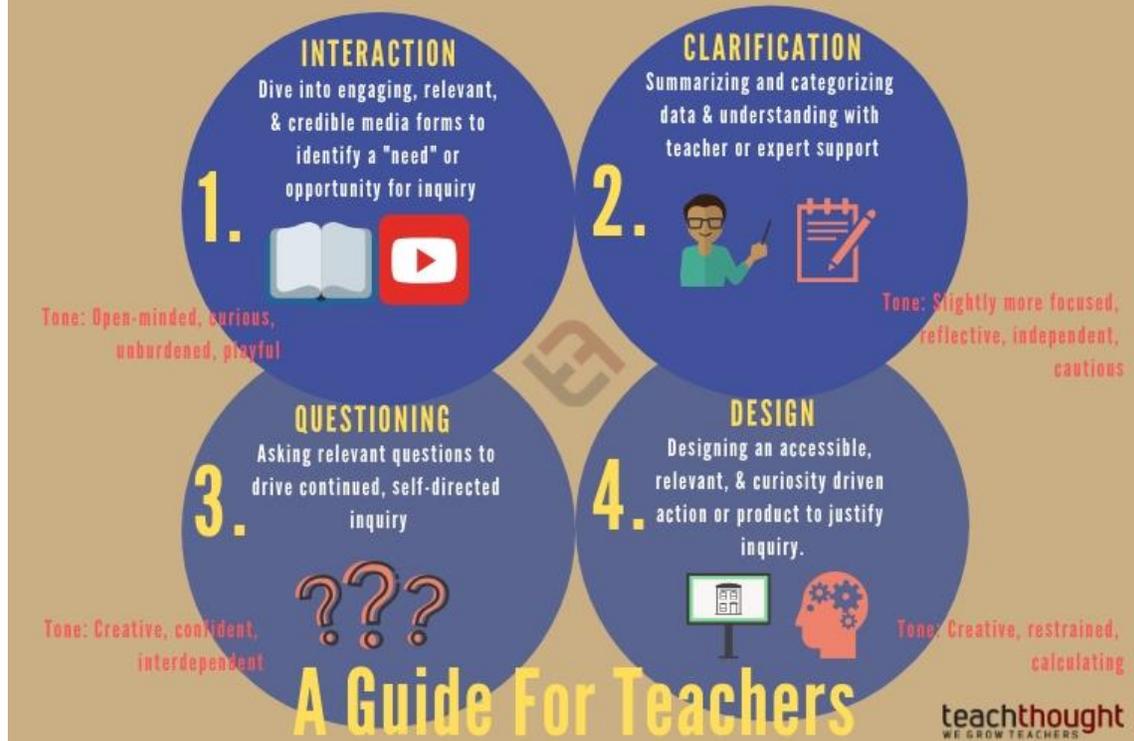
- 1. Students develop questions that they are hungry to answer.** Have them develop a problem statement that requires them to pitch their question using a constructed response, further inquiry, and citation.
- 2. Research the topic using time in class.** It’s crucial to have some of this be classwork so students have access to the head researcher in the room—you. You aren’t going to do the work for them, but you are going to guide them and model methods of researching reliably.
- 3. Have students present what they’ve learned.** Students should create and present a culminating artifact. When I have my students present what they’ve learned, I use a rubric with “Able to Teach” as the acme of what to reach for. After all, many people can understand content, but can they communicate it? Students can develop a website using Weebly, or perhaps a slideshow using Google Slides.
- 4. Ask students to reflect on what worked about the process and what didn’t.** Reflection is key. And it isn’t just about asking them to think back on their opinion of the topic. It’s about reflecting on the process itself. That’s where you can work in metacognition—thinking about thinking. Have students focus on how they learned in addition to what they learned.

In terms of your content area, imagine a classroom where different kids are presenting their findings on a single, simple aspect of the content. You’d have a classroom that, overall, learns deeper and wider than ever before.

In terms of student achievement, the power of their question should help drive the research, the writing, and the presentation. It should help motivate them to become experts in their self-described field. And the more often a student gets a taste of what it feels like to be an expert, in however small a concept, the more they will want that feeling later on in life.

It all starts with finding your own enthusiasm, your own excitement, and your own curiosity. Do that, and you’ll be heading toward a classroom built on inquiry.

4 PHASES OF INQUIRY-BASED LEARNING:



Session Directions – Follow the Steps:

1. Write down a question about teaching, learning, or instruction that you have always wanted answered.
2. We don't have much time to research, so for this step, write down how you would go about answering this question for yourself. What do you need to know? Where might you find the answers?
3. Think about how you would share what you learned. Who might also want to know this? What would be the best methods for you to share?
4. Think about the process. What are some things you want to make sure to do while you are finding answers? What are some things you want to make sure that you don't do during the process?

Additional Resources:

"4 Phases of Inquiry Based Learning" by Terry Heick

<http://bit.ly/2J92ivX>

"Resources and Downloads to Facilitate Inquiry-Based Learning" by Edutopia

<https://edut.to/2J7qb6Q>

