



SECTION 8 – COTSWOLD SCHOOL INQUIRY MODEL OVERVIEW

Version Dated: 2 February, 2010

	IMMERSE	QUESTION	PLANNING	GATHERING	CREATE/SHARE/ACTION	EVALUATION
DEFINITION	<ul style="list-style-type: none"> Introducing a new learning topic 	<ul style="list-style-type: none"> Constructing questions that will determine the path of their inquiry 	<ul style="list-style-type: none"> Outline the path of an inquiry identifying resources, groupings and time-frames. 	<ul style="list-style-type: none"> Acquire relevant information to answer their supporting and essential questions 	<ul style="list-style-type: none"> To create a presentation about new learning To communicate new learning with an audience To put new learning into practice 	<ul style="list-style-type: none"> To reflect on learning and determine next steps throughout the inquiry process
← C O H E R E N T P A T H W A Y S →						
PURPOSE	<ul style="list-style-type: none"> To create excitement and enthusiasm Modelling skills to be used Introducing a topic Learning new facts, ideas and concepts Guiding learning experiences Content concepts, outcomes and objectives Identify pre-existing knowledge Exposing learners to a range of experiences Catering to differing learning styles To establish purpose and relevance Evaluating 	<ul style="list-style-type: none"> To find out important information Asking open/big/fat and skinny question To refine research To establish what we want to find out more about To encourage more responsibility for learning To determine interests and path of inquiry To spark curiosity To predict possible outcomes/construct own answers To develop deeper questioning To gain an understanding that questioning can have different outcomes Tool for inquiring To take increasing responsibility for constructing essential/supporting questions Evaluating 	<ul style="list-style-type: none"> Grouping (similar interests/abilities) Provides structure To determine possible sources of information Provides a timeline/timeframe Determine what they will be doing To establish roles within groups To set goals Scaffolds inquiry Provides accountability for learning Determine most effective mode of sharing through developing criteria Evaluating 	<ul style="list-style-type: none"> Seek answers To use and further develop research skills (taking notes, use keywords, cutting and pasting) To gain understanding that information can be gathered from a range of sources (including ICTs, people, books) To collate information from various sources. Evaluation 	<ul style="list-style-type: none"> To process information (group, categorise, eliminate, rearrange, summarise, trash and treasure) To organise information from multiple source Analyse and interpret Use information to answer questions To make a difference for themselves and/or others To demonstrate understanding of the essential question Evaluation 	<ul style="list-style-type: none"> To take ownership for own learning To identify individual needs and scaffold skills of inquiry
SKILLS STRATEGIES & TOOLS	<ul style="list-style-type: none"> Brainstorming, listening and responding, questioning, observing, sharing, recalling, discussing etc Reading, viewing, visiting, scaffolding, experimenting, exposing, interchange, experts, challenging, presenting a scenario etc ICT's Webquests, Internet scavenger hunts, Picasa (art rage), Encarta, CD Roms, DVDs, Super Duper Music Looper, Identify where they are at in the inquiry process and reflect on progress. 	<ul style="list-style-type: none"> Big/supporting questions, relevant questions, posing different questions for different outcomes (achievable) (Blooms, Questions starters, Open and closed, Hypothesising, question matrix statements and opinions) ICTs - Inspiration, refer to ICT's at immersion stage. Identify where they are at in the inquiry process and reflect on progress. 	<ul style="list-style-type: none"> Time management <ul style="list-style-type: none"> ✓ Prioritising (timelines, checklists) ✓ Planning sources (brainstorming, flow chart) ✓ Grouping ✓ Assigning roles ✓ Working together (thinkers keys, role cards) ✓ Setting goals (conference sheets, learning journals) ✓ Scaffolding the process (display cards, booklets, modelling) ICT's <ul style="list-style-type: none"> ✓ Inspiration As A Planning Tool ✓ 'Just In Time' Learning For Appropriate lcts Identify where they are at in the inquiry process and reflect on progress. 	<ul style="list-style-type: none"> Research skills <ul style="list-style-type: none"> ✓ Keywords ✓ Note-Taking ✓ Recording ✓ Skimming And Scanning ✓ Highlighting ✓ Selecting And Rejecting ✓ Conferencing ✓ Interviewing ✓ Comparing And Contrasting (Venn Diagrams, T,Y,X/Senses Charts) ✓ Making Judgements (Agree/Disagree Charts) ✓ Sorting ✓ Collating ✓ Classifying (CCC Chart) ✓ Surveying ✓ Summarising ✓ Interpreting ICT's <ul style="list-style-type: none"> ✓ Inspiration ✓ Internet Searching Skills ✓ Digital Photography ✓ Video Footage ✓ Telephone Conferencing ✓ Fax ✓ Photocopier ✓ Interactive Sites (Fact Fragment Frenzy) ✓ Email ✓ Skype ✓ Wikispaces ✓ Blogs, Identify where they are at in the inquiry process and reflect on progress. 	<ul style="list-style-type: none"> Identifying Audience <ul style="list-style-type: none"> ✓ Selecting Appropriate Style For Presenting Information ✓ Communicating ✓ Sharing With Others ✓ Persuading ✓ Accuracy ✓ Summarising ✓ Setting Standards ✓ Design Skills (Rubrics) ICT's <ul style="list-style-type: none"> ✓ Website ✓ Powerpoint ✓ Photostory ✓ Movie ✓ Kidpix ✓ Inspiration ✓ Word ✓ Publisher ✓ Multi-Media Presentations ✓ Animation ✓ OHP ✓ Internet ✓ Data Projector... Identify where they are at in the inquiry process and reflect on progress. 	<ul style="list-style-type: none"> Reflecting <ul style="list-style-type: none"> ✓ Self And Peer Assessing ✓ Evaluating ✓ Next Step Goals ✓ Responding To Feedback ✓ Identifying Strengths And Weaknesses (Thinkers Keys, PMI, 6 Hats, KWL, Feedback Chart, Rubric) ICTs <ul style="list-style-type: none"> ✓ Inspiration ✓ KidPax, Identify where they are at in the inquiry process and reflect on progress.
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CHILD SPEAK	<ul style="list-style-type: none"> Dive deep into your topic, find out as much as you can. 	<ul style="list-style-type: none"> Now that you have some information - what do you want to know about? You need to ask... <ul style="list-style-type: none"> ✓ an essential question ✓ supporting questions 	<ul style="list-style-type: none"> How will I find the answer to my questions? A variety of resources that will help How you might present your findings? Develop an action plan. Think about... <ul style="list-style-type: none"> ✓ Timeline ✓ Who might you be working with? 	<ul style="list-style-type: none"> Find information from a range of sources to answer your question. Find key ideas and keywords. Sort your ideas <ul style="list-style-type: none"> ✓ What to keep and what to throw out? 	<ul style="list-style-type: none"> Here is your chance to be creative. Present your information to share your learning. Help other people learn about your topic. Put your new learning into practice, make a difference for yourself / others. 	<ul style="list-style-type: none"> Did you find satisfying answers to your questions? What has changed (skills, attitudes, behaviour, thinking)? Did you make a difference? What could you do better next time?
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