**What is Inquiry? Checklist and Guided Notes**

**Use this Guide for the following lessons in the Training Class**

* Four Types of Inquiry – Which type is best for you?
* INFOhio’s Six Dimensions of Inquiry

**Four Types of Inquiry**

**Check off each item as you learn about it from the training site**.

* What is Inquiry? Understanding of a working definition.
* Student-Centered approached to learning
* Driven by questions
* Investigation of information
* Arrive at new understandings
* Flexible and cyclical
  + Inquiry proves the basis for many other student-centered learning strategies including: project-based learning, genius hour, and design thinking.
  + Characteristics of inquiry-based learning include the student actively creating their understanding with the teacher acting as a guide.
* Watch and Learn
* Inquiry is a critical element of the Scientific Method.
* Inquiry is flexible and dynamic.
* Types of inquiry can range from Teacher-Centered to Student-Centered.
* Four Types of Inquiry, based on the work by Trevor Mackenzie
  + Structured Inquiry: The teacher establishes the essential question, teacher and students work through the inquiry process together.
  + Controlled Inquiry: The teacher develops the essential questions and selects the resources, students move through the inquiry process with support from the teacher.
  + Guided Inquiry: The teacher develops the essential question, the students develop the method for best representing their response or solution to the essential question.
  + Free Inquiry: Students construct their own question, select the resources, and develop the best solution or response to the essential question they developed.

**Six Dimensions of Inquiry**

**Fill in the blanks in the text below using words from the training site.**

**Questioning**: The first dimension of inquiry is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Here students develop the ability to construct \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to guide the inquiry process. Essential questions require students to think more \_\_\_\_\_\_\_\_about a topic and go beyond basic recall. As the teacher, you can support students as they build good \_\_\_\_\_\_\_\_\_ to guide the inquiry process. Teachers can model useful questioning techniques by posing an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ question to students. Incorporating \_\_\_\_ into your lessons is a great way to get students generating useful questions on their own. Think about partnering with the music, \_\_\_\_\_, band, or \_\_\_\_\_ teacher in your building to encourage cross-curricular relationships. Use Academic \_\_\_\_\_\_\_\_\_\_ Premier from INFOhio to search for images on a topic. After selecting an image, brainstorm \_\_\_\_\_\_\_\_\_\_\_ the images provoke that you can pose to your students.

**Locating Information**: The second dimension of inquiry is \_\_\_\_\_\_\_\_\_\_\_\_\_ information. Across all content areas, students must learn how to locate information, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ relationships, take \_\_\_\_\_\_\_\_, and summarize. Locating and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ information are essential skills students must develop and grow during their education. As a teacher, introduce to your students INFOhio’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ISearch allows you to search nearly all INFOhio’s digital content from a single search box. Use a KWL chart to help students generate search terms and track their search strategies.

**Evaluating Information**: The third dimension of inquiry is \_\_\_\_\_\_\_\_\_\_\_\_\_ information. Students need to learn how to evaluate information and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if it is useful and valuable in answering their research questions. Students need to learn how to evaluate websites to determine the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the content on the site. Teachers can support students learn how to evaluate primary sources by using a three-step process, observe, \_\_\_\_\_\_\_\_\_\_\_\_, and question. As students evaluate websites, the following four criteria should be applied, currency, \_\_\_\_\_\_\_\_\_\_\_\_, authority, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/point of view.

**Applying Information:**During the fourth dimension of inquiry, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ information, students learn how to apply the information they learned to form a new \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or develop a new understanding. Students can use this new understanding to \_\_\_\_\_\_\_\_\_\_\_\_something new and \_\_\_\_\_\_\_\_\_\_their learning to a product or project to be enjoyed and used by others. Teachers can help facilitate this learning by supporting students as they organize information, apply their learning, and \_\_\_\_\_\_\_\_\_\_\_\_\_ tasks.

**Sharing Information**: During the fifth dimension of inquiry, \_\_\_\_\_\_\_\_\_\_\_\_\_information, students transform into \_\_\_\_\_\_\_\_\_\_\_\_and advocates. Providing an authentic \_\_\_\_\_\_\_\_\_\_\_ allows students to connect classroom learning to real-world applications. Students develop three key skills during this dimension, creativity, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Incorporating the use of INFOhio’s \_\_\_\_\_\_ \_\_\_\_\_\_\_ provides option for students to create and publish book trailers for an authentic audience beyond the classroom on a safe platform on the INFOhio website.

**Reflecting**: The sixth and final dimension of inquiry is \_\_\_\_\_\_\_\_\_\_\_\_, and it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ throughout the inquiry process. Throughout the inquiry process, students should \_\_\_\_\_\_\_\_\_\_\_\_\_ on the information they find, how it \_\_\_\_\_\_\_\_\_\_\_\_\_ their thinking, their end-product, and the inquiry process. It is through reflection that students \_\_\_\_\_\_\_\_\_\_\_\_ their learning. Students learn to \_\_\_\_\_\_\_\_\_\_\_\_ problems and apply solutions learned to future problems. Teachers can support students by planning for time throughout the inquiry process for thoughtful and \_\_\_\_\_\_\_\_\_\_\_\_\_ reflection. Find self-reflection strategies and templates in INFOhio’s \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ and GO! Ask, Act, Achieve.