Inquiry learning & the Australian Curriculum
Part 2

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http://inquirylearningblog.wordpress.com/
3 elements of inquiry learning pedagogy

- Questioning frameworks
- Action research cycle
- Information literacy process
questioning frameworks
collecting questions

http://www.kiriakakis.net/aday.html
types of questions

- essential questions
- big questions
- critical questions
- questions to guide evaluation of sources
- disciplinary questions (e.g. geographical questions, historical questions)
- process questions (relating to each stage of the information seeking process)
What is a true friend?
To what extent does art reflect culture or shape it?
Who is entitled to own what?
What makes writing worth reading?
When error is unavoidable in measurement, what margins of error are tolerable?

(Wiggins & McTighe pp. 105-108)
7 ws & h

who?  what?
where?
why?
which?
what if?
how?
when?
### KWL KWHLAQ

<table>
<thead>
<tr>
<th>K</th>
<th>What do I <strong>know</strong>?</th>
<th>What do I <strong>know</strong>?</th>
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<tr>
<td>W</td>
<td>What do I <strong>want</strong> to know?</td>
<td>What do I <strong>want</strong> to know?</td>
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<td>H</td>
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<td>How do I find out?</td>
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<td>L</td>
<td>What have I <strong>learned</strong>?</td>
<td>What have I <strong>learned</strong>?</td>
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<td>A</td>
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<td>What <strong>action</strong> will I take?</td>
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<td>Q</td>
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<td>What new <strong>questions</strong> do I have?</td>
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Ten Questions To Ask At A Historic Site

1. When did this site become a historic site? (When was the marker or monument put up? or the house "interpreted"?) How did that time differ from ours? from the time of the event or person commemorated?

2. Who sponsored it? Representing which participant group's point of view? What was their position in social structure when the event occurred? When the site went "up"?

3. Why? What were their ideological needs and social purposes when the site went "up"? What were their values?

4. Who was/is the intended audience for the site? What values were they trying to leave for us, today? What does the site ask us to go and do?

5. Did they have government support? At what level? Who was ruling the government at the time? What ideological arguments were used to get the government to acquiesce?

6. Who is left out? What points of view go largely unheard? How would the story differ if a different group had told it? another political party? race? sex? class? religious group?

7. Are there problematic words or symbols that would not have been used today, or by other groups?

8. How is the site used today? Do continuing rituals connect today's public to it? Or is it ignored? Why?

9. Is the presentation accurate? What actually happened? What historical sources tell of the event, people, or period commemorated at the site?

10. How does this site fit with others that treat its era? What other people and events happened then but are not commemorated on the landscape? Why not?
Historical questions

- What is this document? What does it show/say? Who created this document? Why did that person create the document? When was the document made? How is the document being used?

- What event, issue, or decision is depicted or represented in the document? Who was involved in this event, issue, or decision? Why did this event happen? Why was this decision made? Was the issue resolved? What impact did the event, issue, or decision have?

Scientific questions

1. Verification questions. These are basic data collecting questions. They are useful in building knowledge.

Examples are: Is it cold today? Is the sun still out? Is a flame hottest when it is blue?

2. Significant/Theory questions require an explanation and prior knowledge.

Examples are: Why should you point a car’s wheels toward the curb when parking on a hill? Do clouds have to be in the sky for it to rain? Why do you add acid to water instead of water to acid? These questions increase knowledge of the subject, but need prior knowledge to be asked.

3. Experimental questions require explanations, prior knowledge, and are testable.

Example: If salt is added to water, would the solution still boil at the same temperature? or If Suntan Lotion is put on ultraviolet detecting beads, will the beads still change color? Experimental questions require a more in depth answer that requires testing. Experimental questions are what researchers use.
Geographical questions

- Spatial - Where is it located? What are the consequences of its location?
- Humanistic - What are my own perceptions of this place? What are the perceptions of other people?
- Environment management - How suitable are current management practices?
- Cartographic - How long will this journey take?
- Global education - How is my world linked by economic, social, political and environmental factors?
- Political - Who has power in a particular place?
Generating questions

Essential questions


Questioning Formulation Technique

- [http://www.hepg.org/hel/article/507#home](http://www.hepg.org/hel/article/507#home)

Brunner - YouthLearn - Asking Questions

Historical questions
(adapt according to the year level)

Senior secondary

http://www.williamcronon.net/researching/questions.htm

Primary/lower secondary

http://www.historyonthenet.com/Sources/questions_to_ask_of_a_source.htm

Upper primary - secondary
http://www.loc.gov/teachers/usingprimarysources/

History – 10 questions to ask at a site
- http://sundown.afro.illinois.edu/content.php?file=liesacrossamerica-tenquestions.html
Geographical questions

- http://www.ncgia.ucsb.edu/giscc/units/u007/u007_f.html

- See also draft F-12 Geography Australian Curriculum – glossary questioning conventions pp.121-122