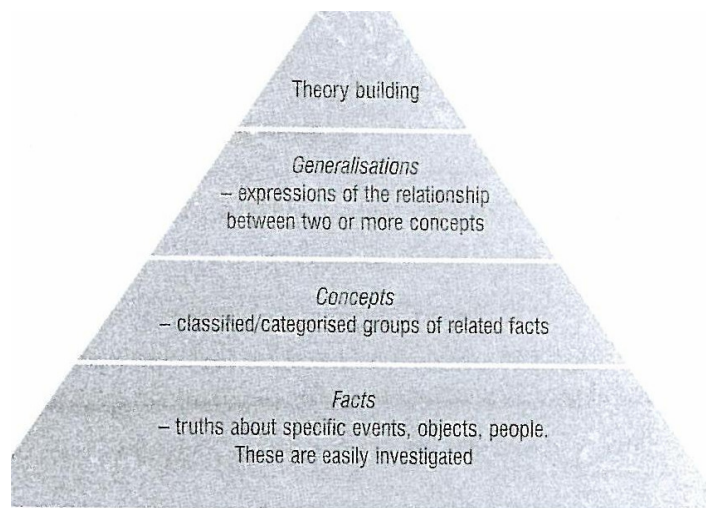


Inquiry Learning

Inquiry learning is a collaborative process in which teachers and students work together to negotiate various aspects of the curriculum. Inquiry learning involves students posing their own questions, exploring answers and solving problems.

“Inquiry learning enables learners to examine the complexity of their world and form concepts and generalizations instead of being told simple answers to more complex problems. It is based in the belief that students are powerful learners who must be actively engaged in the process of investigating, processing, organizing, synthesizing, refining and extending their knowledge within a topic”. P 10, 2003 Wilson & Wing Jan



BY Wilson & Wing Jan Based on the Marsh, 2001 Inquiry Model

Inquiry Learning involves connecting to different types of knowledge:	The Inquiry Process involves:	Effects
Personal & Social Knowledge – from where to begin the inquiry, building on what you know.	Planning and directing experiences that provide opportunities for students to pose questions and gather information.	Identify what
	Designing activities that help students organize new information and skills to form concepts and generalizations about their world.	Locate the a
Content Knowledge –	Providing opportunities for students to demonstrate what they skills and knowledge	Gather, sort Present the

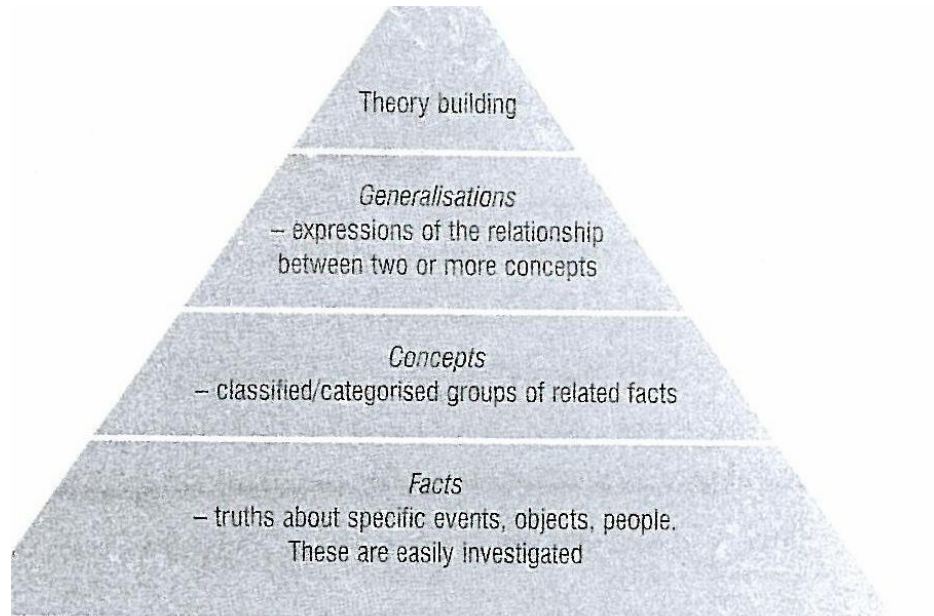
linking skills, facts, understandings and perspectives to the inquiry.	they have learnt.	
Process Knowledge – using processes to create and communicate information.	Organising opportunities to apply their knowledge and skills to new or different situations.	Reflect on w process. Think about information
Reference: Wilson & Wang Jin p.10 2005 Focus on Inquiry		

The main objectives identified by Community Challenge Inquiry Learning are;

- Solving Problems
- Investigating Community Issues
- Working in Learning Teams
- Connecting knowledge to situations
- Developing Relationships
- Learning about Learning

Whilst developing inquiry learning we have adapted the model adapted by Wilson & Wing Jan to encompass out authentic assessment outcome with immersion in the community as the learning context and a rich connection to the use of technology for meaningful outcomes.

Community Outcomes = Authentic Assessment



Adapted from a model developed by Wilson & Wing Jan Based on the Marsh, 2001 Inquiry Model

The Community Challenge curriculum aims to connect the learning outcomes to the community with a focus on personal and social development to connect curriculum content knowledge to community needs and learning outcomes. The learning is derived from the needs of the community, perspectives are developed and issues explored based on the context of today's society and the outcomes presented back to the community in an authentic manner.



Biggest Morning Tea
Authentic Outcomes

SMS Training Day

Real life learning in real life contexts.

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