

3.14: Inquiry Activities

Levels of the Inquiry Process

The inquiry process provides students with the opportunity to become independent thinkers who master their own learning through the practice of asking and responding to higher-level questions. This inquiry process happens during Steps 5 and 6 of the tutorial. The questioning process for each student presenter should begin with Level 1 questions to create a foundation to prior knowledge, transition to Level 2 questions to make connections with the information gathered, and conclude with Level 3 questions to apply the new knowledge. See sample questions below.

| Inquiry Level | Sample Questions (Group Members/Tutors) |
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| <p>Level 1 Gather and recall information (gathering/input)</p> <p>Ask Level 1 questions to identify what student knows about the question and to help him/her connect to prior knowledge.</p> | <ul style="list-style-type: none"> • What do you know about your question? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps needed to solve the question? |
| <p>Level 2 Make sense out of information gathered (processing)</p> <p>Ask Level 2 questions to help student process the information gathered, make connections and create relationships.</p> | <ul style="list-style-type: none"> • Can you break down the question into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____? |
| <p>Level 3 Apply and evaluate actions/solutions (applying/output)</p> <p>Ask Level 3 questions to help student apply the knowledge acquired and the connections he/she has made to predict, judge, hypothesize or evaluate.</p> | <ul style="list-style-type: none"> • How do you know the answer/solution is correct? • How could you check your answer? • Is there more than one way to solve the problem? • Could there be other correct answers? • Can you make a model of a new/different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could this method of solving this question work for other questions? |