Building-Investigating-Applying

An approach to designing and planning Integrated Inquiries

By Deb Vietri

Building - Investigating - Applying is a framework for designing co-constructed inquiries, it is not an inquiry process. Within the B-I-A framework teachers and students identify the inquiry processes (eg researching, field-study, scientific process, problem solving or designing) they will need to use when investigating.

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| **Stage and Purpose** | **Teacher Role** | | **Student Role** |
| **Building**  To engage students emotionally and cognitively in the topic  To activate students’ prior knowledge and spark curiosity  To build a strong foundation of knowledge and understanding  To explicitly teach skills and strategies students will apply more independently later in the unit | Determine the overarching concepts and content that students need to know in order to fully engage in the topic and ask good questions  Collect students prior knowledge and use it to tailor the learning sequence  Consider the range of learning styles of the students and enable students to build their understandings in a range of ways  Assist students to make connections between prior knowledge and new knowledge  Model and explicitly teach inquiry skills and processes that students will need to enter into the inquiry  Structure the opportunity for students to conceptualise the thinking and formulate wonderings | | Engage in the topic being curious and motivated  Contribute their prior knowledge and experiences, thinking and ideas and their wonderings  Process, analyse and synthesise new information  Reflect on their learning connecting what they know now to what they knew previously. Think deeply about the big ideas and concepts that they have been immersed in. (Conceptualisation)  Develop personal questions for deeper inquiry |
| **Investigating**  To enable student choice and voice  To engage in more personalised investigation determined by student needs, interests and questions  To develop deeper understandings about big concepts  To practise and apply inquiry skills in more independent inquiries | Co-construct the investigation with students taking into account their questions, interests and needs  Act as facilitators and coaches as students conduct investigations  Provide differentiated support to students  Explicitly teach skills and strategies at the point of need  Continue to assist students to make connections to prior understandings  Make expectations and success criteria clear to students  Provide constructive and timely feedback  Provide opportunities for students to demonstrate their understanding in different ways  Strategically intervene when necessary | | Contribute to the direction of the unit by asking rich questions and suggesting ways in which they can find answers  Plan and manage their inquiry with support of teachers  Gather, organise and synthesise further information  Apply skills and processes for investigating that have already been taught  Use learner dispositions when conducting their investigations  Ask for help when needed (teachers and peers)  Seek out and act on feedback (teachers and peers)  Continue to reflect on their learning  Share their new learning with others and demonstrate their new understandings |
| **Applying**  To apply understandings and skills in real life contexts and give the students the opportunity to act on their learning in an authentic way  To empower students’ by building their self-efficacy as learners | Ask challenging questions and use strategies to enable students to reflect on their own learning  Provide constructive feedback for students on their goals and achievements  Negotiate possible actions with students (NB Actions could be individual, small group or whole group)  Provide differentiated support to students in making links to the community and carrying out their actions | | Reflect on their learning and their development of learner skills and dispositions  Set goals for further learning  Reflect on how their thinking has developed and/or changed  Negotiate actions they can take to apply their learning  Engage in a ‘creative output’ as a result of their learning  Transfer and apply knowledge and skills to real life contexts |