Building-Investigating-Applying

An approach to designing and planning Integrated Inquiries

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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 topicTo activate students’ prior knowledge and spark curiosityTo 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 questionsCollect students prior knowledge and use it to tailor the learning sequenceConsider the range of learning styles of the students and enable students to build their understandings in a range of waysAssist students to make connections between prior knowledge and new knowledgeModel and explicitly teach inquiry skills and processes that students will need to enter into the inquiryStructure the opportunity for students to conceptualise the thinking and formulate wonderings  | Engage in the topic being curious and motivatedContribute their prior knowledge and experiences, thinking and ideas and their wonderingsProcess, analyse and synthesise new informationReflect 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 voiceTo engage in more personalised investigation determined by student needs, interests and questionsTo 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 needsAct as facilitators and coaches as students conduct investigationsProvide differentiated support to studentsExplicitly teach skills and strategies at the point of needContinue to assist students to make connections to prior understandingsMake expectations and success criteria clear to studentsProvide constructive and timely feedbackProvide opportunities for students to demonstrate their understanding in different waysStrategically 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 teachersGather, organise and synthesise further informationApply skills and processes for investigating that have already been taughtUse learner dispositions when conducting their investigationsAsk for help when needed (teachers and peers)Seek out and act on feedback (teachers and peers)Continue to reflect on their learningShare 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 learningProvide constructive feedback for students on their goals and achievementsNegotiate 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 dispositionsSet goals for further learning Reflect on how their thinking has developed and/or changedNegotiate actions they can take to apply their learningEngage in a ‘creative output’ as a result of their learningTransfer and apply knowledge and skills to real life contexts  |