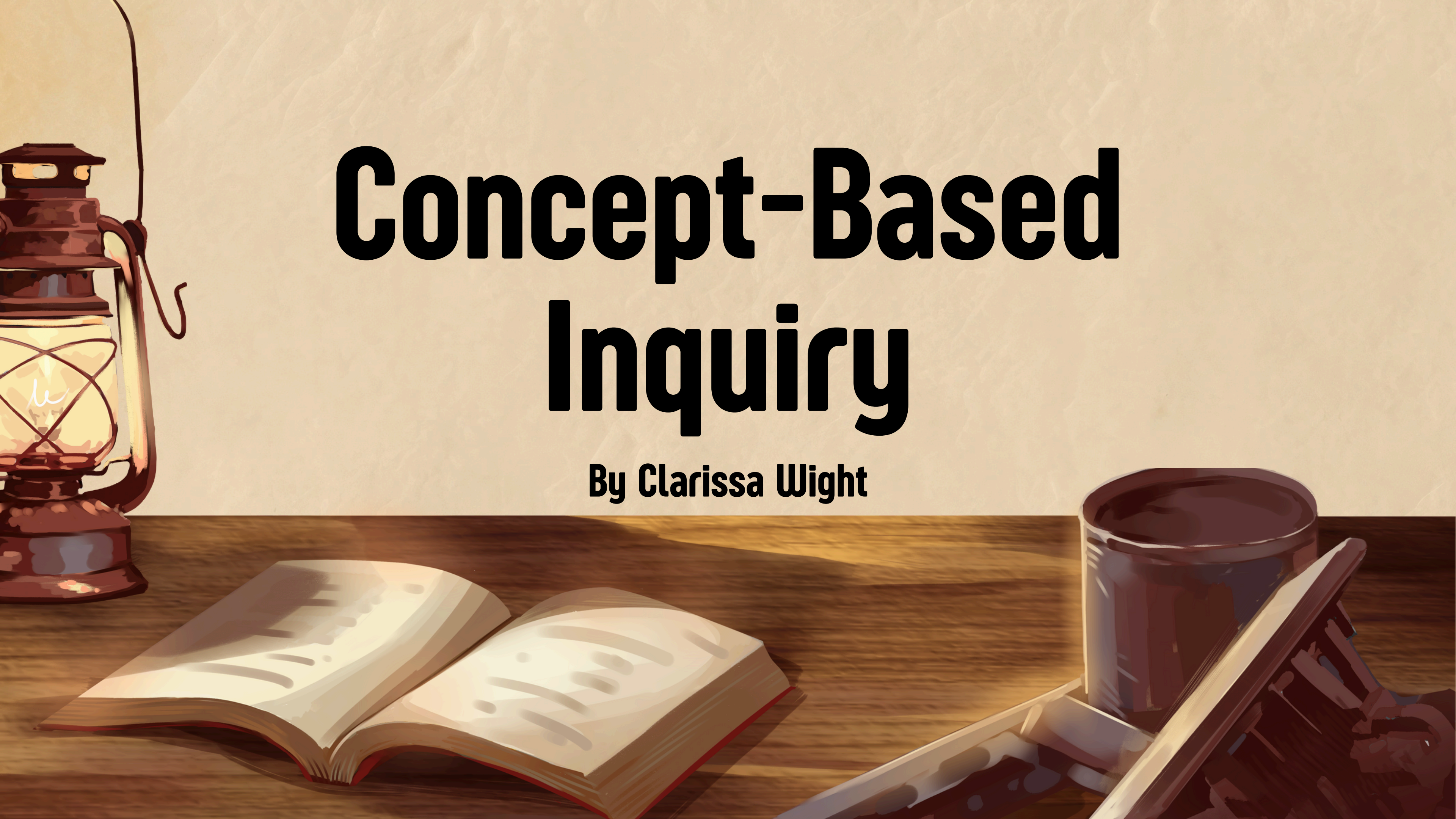


# Concept-Based Inquiry

By Clarissa Wight

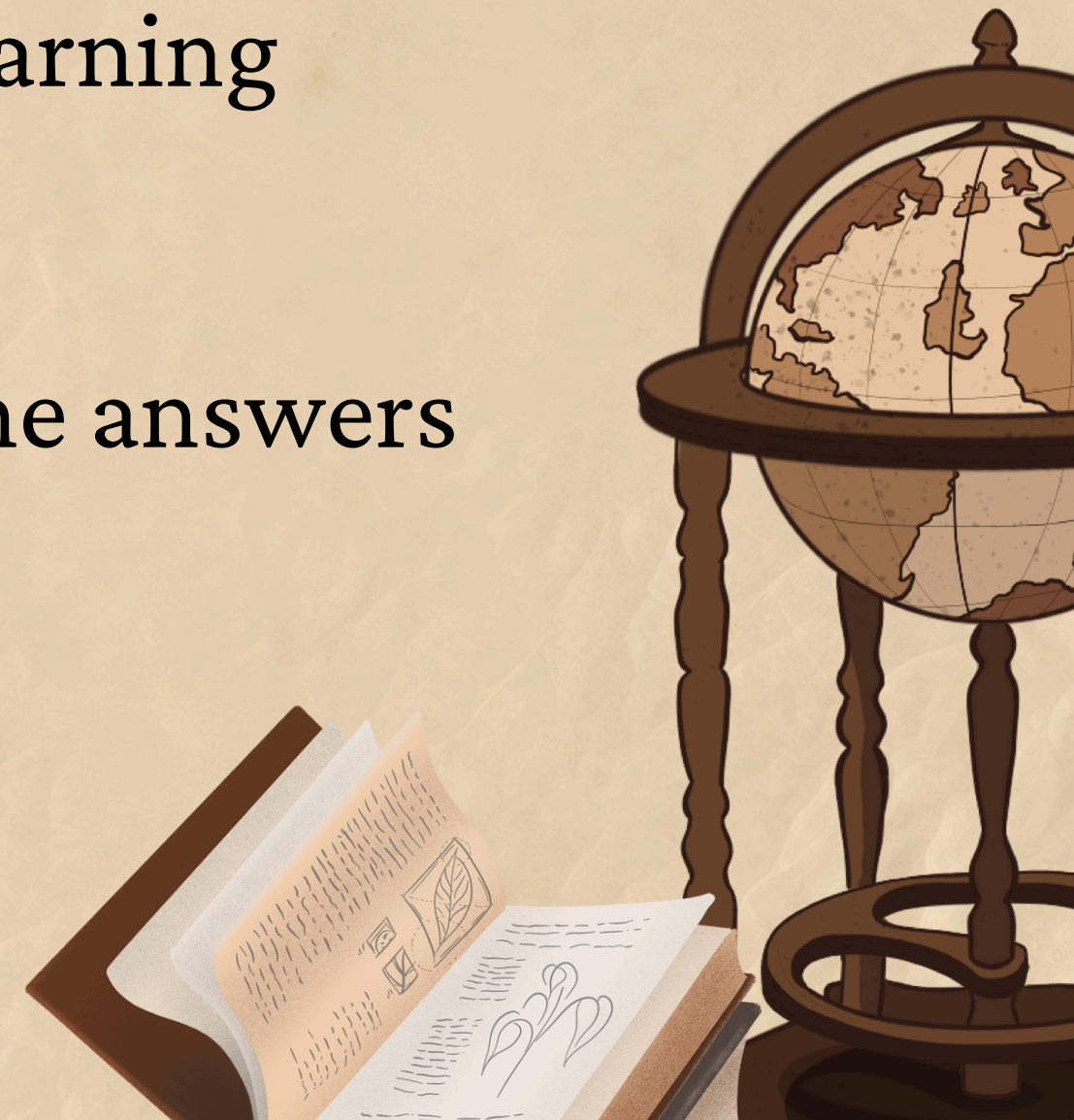






# What is Concept-Based Inquiry?

- Concept-Based Inquiry combines two pedagogical practices:  
Inquiry-Based Learning and Concept-Based Learning
- It's driven by active questions
- Students pose questions and research to find the answers
- Students do the thinking instead of the teacher



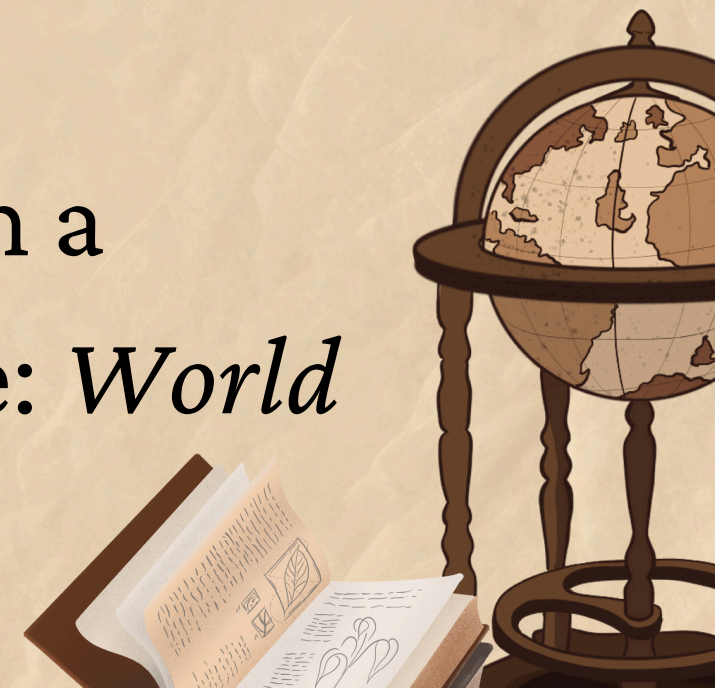




# What's the Difference Between a Concept and a Topic?

A concept is an overarching, abstract idea that can be applied to multiple cultures and periods of time. A concept is applicable to all students. The seven key concepts for PYP or IB schools are *form, function, causation, change, connection, perspective, and responsibility*.

A topic is specific to culture and time period. It's narrower than a concept and may not relate to or interest all students. Example: *World War II* or *Penguins*





# The Inquiry Learning Cycle



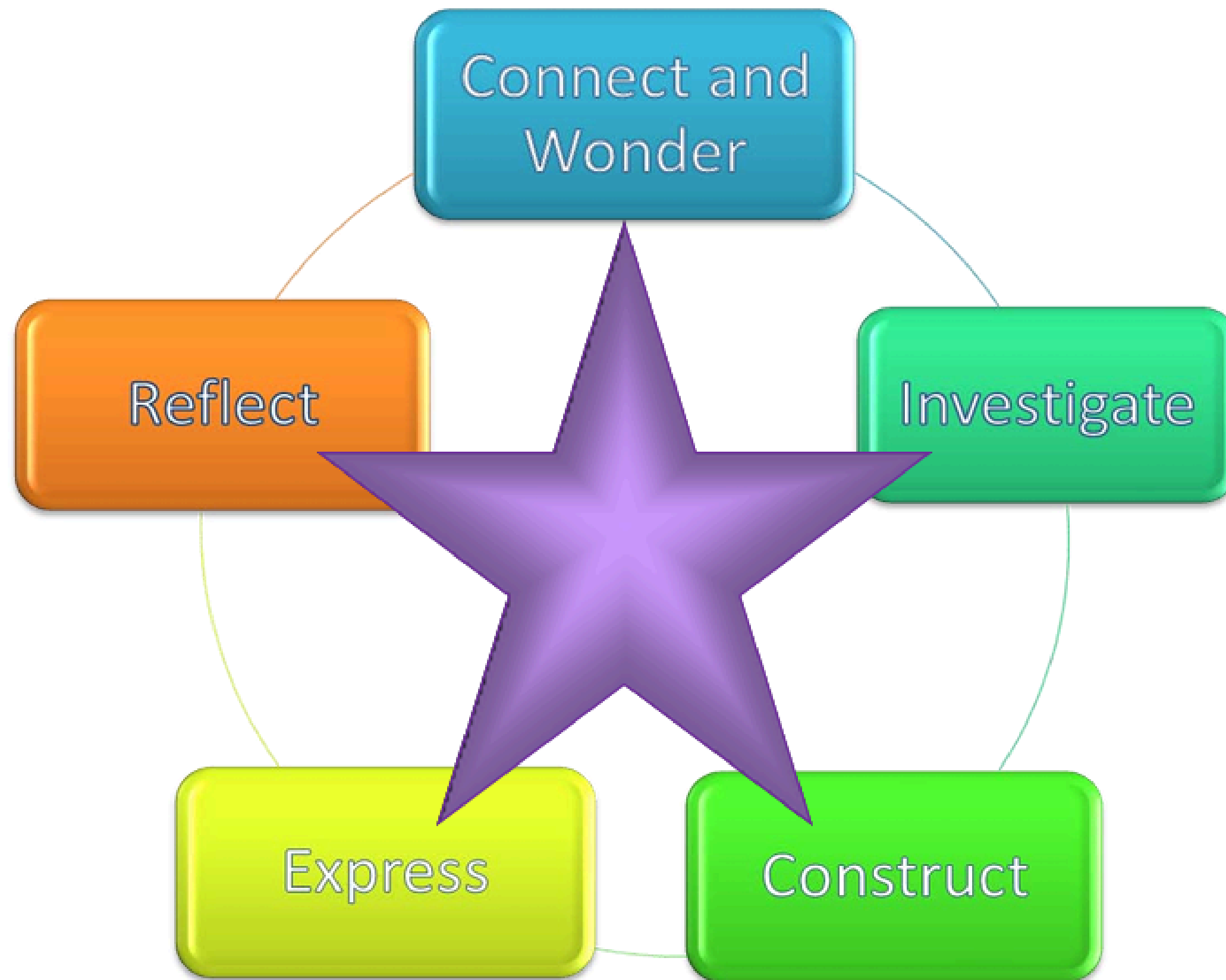
# Different Models of Inquiry Learning

Kath Murdoch's Inquiry Cycle





# The Points of Inquiry



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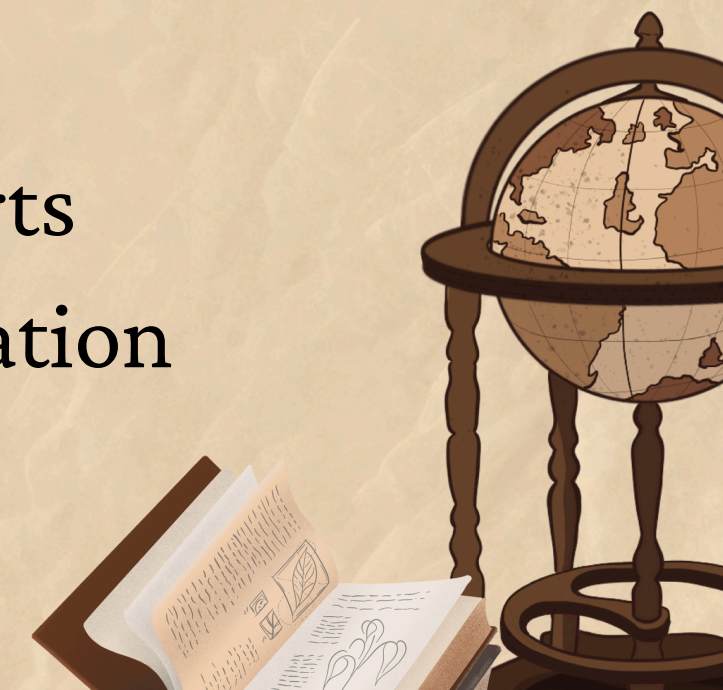
British Columbia  
Teacher-  
Librarians'  
Association  
Points of Inquiry  
model





# Galileo Educational Network model

- Authenticity
- Academic rigor
- Assessment
- Beyond the school
- Appropriate use of technology
- Active Exploration
- Connecting with Experts
- Elaborated communication







# How Can Concept-Based Inquiry Benefit Students?

- Concept-based inquiry helps students connect new and prior knowledge and transfer learning from one context to another.
- Promotes intellectual development in addition to gaining knowledge and skills
- Supported by research about brain functions
- Creates connections to current events
- Students can articulate their own understanding
- More engagement for both teachers and students







# Planning an Inquiry

- Using “backwards design,” decide what the end goal is for what the students should learn
- Plan guiding questions in reverse order based on the end goal of what students should know and work back to what they currently know
- Design your formative and summative assessments before starting the inquiry
- Figure out how students will begin to build an understanding of the concept that would allow them to answer the guiding questions and assessments.
- Form the lesson plans
- Inquiry can be student-led research
- Summative assessments can be real-world problems instead of repeating back facts

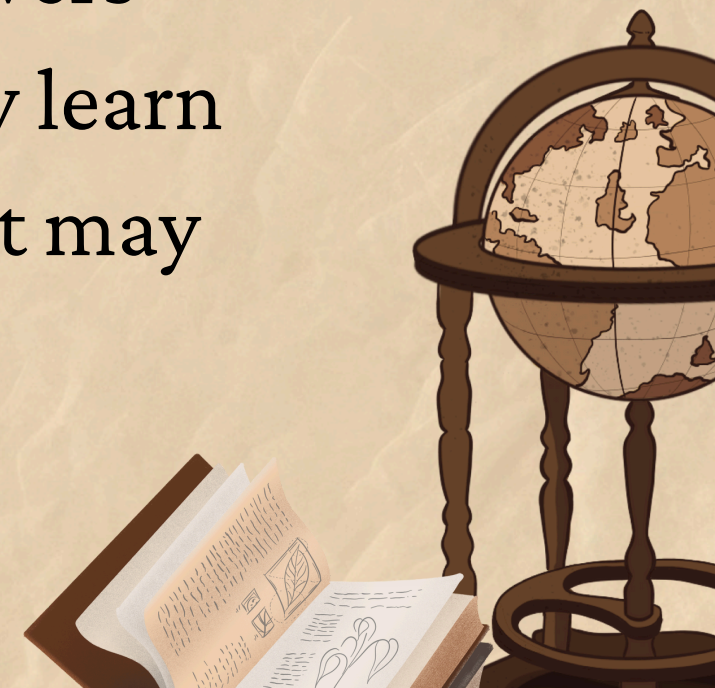






# Example Inquiry

In the grade 7 science BC curriculum, one of the Big Ideas is “Earth and its climate have changed over geological time.” Rather than immediately feeding students content about fossil records, climate change, impacts of humans, and other topics specific to this concept, students can be posed with the question “How and why have Earth and its climate changed over time?” They can figure out what they already know about this concept, investigate this concept, sort the information, fill in the gaps, and then present the information they now know that answers the guiding question. By guiding students in researching this concept, they learn transferable skills and digital literacy while also explore specific topics that may be more applicable to them personally.





# Thank You







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