

Inquiry Unit Outline

Week and Stage	Day and Theme	Learning Goals	Tasks	Guiding Questions
1. Introducing & Open	1. The spirit of inquiry	a) Students will learn more about their teacher. b) Students will come to see the teacher as a co-inquirer. c) Students will understand the critical stance required for inquiry.	<ul style="list-style-type: none"> Sort true and false information from fake Wikipedia article about the teacher's life 	<i>What fits with what we already know about our teacher? What do we now know about our teacher and his opinions? Why can't we always trust online information?</i>
	2. This inquiry unit	a) Students will understand the main components and time frame of this inquiry unit. b) Students will understand what their responsibilities for completing this unit are. c) Students will understand how they are assessed for this unit.	<ul style="list-style-type: none"> Create action statements based on self- and peer-assessment forms Journal 	<i>What do we need to do to finish this unit successfully? How can we work together to do that? What do we think this unit will be like?</i>
	3. This inquiry topic	a) Students will learn about different schools around the world. b) Students will develop and broaden ideas about schooling.	<ul style="list-style-type: none"> Schools around the world activity: linking descriptions to pictures. Then noting what is different at their school and making notes as to how they would feel being at those other schools. 	<i>Why do we go to school? How do I feel at school? Who doesn't feel good at school? How do the people in the images feel about school? If my school was different, how would that affect me and other people?</i>

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2. Immerse	1. Prior knowledge of schools	a) Students will activate prior knowledge about schooling. b) Students will identify gaps in current knowledge about schooling.	<ul style="list-style-type: none"> • Group brainstorming • Sorting into categories 	<i>K: What do we know about this topic?</i>
	2. Extended aspects of school	a) Students' awareness of different aspects and issues in schooling will be broadened.	<ul style="list-style-type: none"> • Rotate around stations in which different media (video, cartoon, text, picture, etc) represent different aspects of schooling • Survey and discussion of similarities/differences with own school 	<i>W: What do we want to know about this topic?</i>
	3. What Wikipedia says	a) Students will gain a critical appreciation of other ideas.	<ul style="list-style-type: none"> • Reading Wikipedia entry "Education in Thailand" looking for the issues of contention • Discussion and reflection 	<i>Whose opinions are presented?</i> <i>Where does the information come from? Is it reliable?</i> <i>How does it position us and Thai education?</i> <i>How do we feel about that?</i>

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3. Explore & Identify	1. Resources	a) Students will expand their conception of possible resources for information.	<ul style="list-style-type: none"> Brainstorming resources 	<i>H: How will we find out about this topic?</i> <i>Which sources are likely to present opinions and which ones facts?</i>
	2. Possible questions	a) Students will develop question forming skills.	<ul style="list-style-type: none"> QFT activity 	<i>Why is this image/artefact interesting?</i> <i>What do we want to know about it?</i>
	3. Our important questions	a) Students will further develop question forming skills. b) Students will refine their self-understanding of what questions are important to them.	<ul style="list-style-type: none"> Gallery walk: red/green light questions 	<i>Are these questions closed or open?</i> <i>What are our most important questions?</i>
4. Gather & Create #1 “annotated website”	1. Digital image search	a) Students will explore the possibilities of image searches. b) Students will develop strategy skills to refine searches. c) Students will further understanding in issue of concern.	<ul style="list-style-type: none"> Image search based on questions, using search terms and thesaurus to focus results. Using same searches in other languages. 	<i>What kinds of resources might help?</i> <i>Where do I find them?</i> <i>How do we know the information is valid?</i> <i>Who is responsible for the information?</i>
	2. Image & website evaluation	a) Students will develop skills in critical evaluation of images and websites. b) Students will further understanding in issue of concern.	<ul style="list-style-type: none"> Mini-lesson about critical evaluation of images and websites (CRAP) 	<i>What other information is there?</i> <i>How is it relevant to our question?</i> <i>What parts support our answer?</i> <i>How does it relate to what else we know?</i>
	3. Creation of annotated website “poster”	a) Students will further develop skills in critical evaluation of images and websites. b) Students will further understanding in issue of concern.	<ul style="list-style-type: none"> Annotate screenshots of websites with evaluative comments 	<i>What parts do not support our answer?</i> <i>What new questions do we have?</i>

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5. Gather & Create #2	1. Online research	a) Students will develop skills in online research.	<ul style="list-style-type: none"> • Mini-lesson about online research 	<p><i>What kinds of resources might help?</i> <i>Where do I find them?</i> <i>How do we know the information is valid?</i> <i>Who is responsible for the information?</i> <i>What other information is there?</i> <i>How is it relevant to our question?</i> <i>What parts support our answer?</i> <i>How does it relate to what else we know?</i> <i>What parts do not support our answer?</i> <i>What new questions do we have?</i></p> <p><i>Whose opinion is it?</i> <i>How was that opinion formed?</i> <i>What cultural influences helped form that opinion?</i> <i>Does it perpetuate stereotypes about another culture?</i></p>
	2. Synthesising information	a) Students will develop reading skills. b) Students will develop critical analysis skills. c) Students will further understanding in issue of concern.	<ul style="list-style-type: none"> • Reduce to 3 sources • Summarise, analyse and synthesise 	
	3. Create a ...	a) Students will develop reading skills. b) Students will develop critical analysis skills. c) Students will further understanding in issue of concern.	<ul style="list-style-type: none"> • Create graphic organiser 	
6. Gather #3 looking at other perspectives	1. An internet chat	a) Students will develop language skills for conversations seeking information. b) Students will further understanding in issue of concern.	<ul style="list-style-type: none"> • Mini-lesson about clarifying/probing for more information • Internet chat with class and teacher projected • <i>homework: at least 1 chat per person in group</i> 	
	2. An interview	a) Students will further develop b) Students will further understanding in issue of concern.	<ul style="list-style-type: none"> • Mini-lesson about interviews • <i>Homework: interview for Thai perspective + summary in English</i> 	
	3. A synthesis	a) Students will develop skills in synthesising information. b) Students will further understanding in issue of concern.	<ul style="list-style-type: none"> • Synthesis of information from different chats: similarities and differences 	

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7. Create #3 looking at cultural perspectives	1. Planning an artefact	a) Students will develop understanding of what makes a good artefact.	<ul style="list-style-type: none"> • Group assessment of sample works • Group plan for artefact 	<i>As above</i>
	2. Creating an artefact	a) Students will develop expressive skills.	<ul style="list-style-type: none"> • Create a ‘metaphor poster’, meme, or other artefact that can be shared online. 	
	3. Explaining an artefact	a) Students will develop skills of argument development.	<ul style="list-style-type: none"> • Write an exposition about the artefact. 	
8. Share & Evaluate	1. Preparing presentations	a) Students will develop skills in presentation.	<ul style="list-style-type: none"> • Prepare presentations and portfolios 	<i>What is our main point?</i> <i>Who is our audience?</i> <i>What else is important?</i> <i>How does it connect?</i> <i>How do we use media to express our message?</i>
	2. & 3. Presentations	a) Students will develop skills in presentation and attending to presentations. b) Students will develop skills in responding to others work. c) Students will develop skills in peer-assessment. d) Students will develop understanding in more issues regarding schooling.	<ul style="list-style-type: none"> • Present • Online comments • Peer-assessment 	<i>What can we learn from our peers?</i> <i>How does that connect with our own inquiry?</i>

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9. Reflect & Prepare for exam	1. Our voice	a) Students will be empowered by contributing their voice to the global discourse on an issue which affects them.	<ul style="list-style-type: none"> • Re-writing/ response to Wikipedia (as a class) 	<p><i>How do we want to represent ourselves?</i></p> <p><i>How can we support that?</i></p>
	2. A reflection	a) Students will consolidate insights about themselves and the issues.	<ul style="list-style-type: none"> • Writing a reflective essay 	<p><i>What process did I follow in this inquiry?</i></p> <p><i>How did I feel?</i></p> <p><i>What was easy/challenging?</i></p> <p><i>What did I learn?</i></p> <p><i>What will I do differently next time?</i></p> <p><i>What do I still want to know?</i></p>
	3. Self assessment	a) Students will consolidate their self-knowledge of the skills and attitudes related to this inquiry.	<ul style="list-style-type: none"> • Self-assessment rubric 	<p><i>What skills did I develop?</i></p> <p><i>What attitudes did I develop?</i></p>
10. Exams and holiday	1. An exam		<ul style="list-style-type: none"> • Writing topic based on inquiry unit • Reading question based on inquiry unit 	