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| Model | Neil Stephenson *Inquiry Based Learning* | Galileo *Discipline Based Inquiry Learning* | BCTLA *Points of Inquiry* | Alberta Learning *Focus on Inquiry* |
| Key Definition of Inquiry  (in my opinion) | Inquiry is “a complex combination of structured learning with intentional opportunities for students to create, design, imagine and develop new possibilities.” | “Inquiry is a dynamic process of being open to wonder and puzzlement and coming to know and understand the world. “  “Inquiry is a study into a worthy question, issue, problem or idea.” | A learning process where “learners ask questions, hypothesize and investigate, construct new understandings, communicate their understandings with others, [and] are reflective and critical thinkers who acquire the skills for independent learning.” | “Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge.” |
| Key Components | **Principles** | | **Phases** | **Processes** |
| Authenticity | Authenticity | Connect and Wonder | Reflect on the Process |
| Deep Understanding (Backwards Design) | Academic Rigor | Investigate | Planning |
| Performances of Understanding | Assessment Sponsors Deep learning and Improved Instruction | Construct | Retrieving |
| Assessment | Adds Value Beyond the School | Express | Processing |
| Appropriate Use of Technology | Students Learn with Digital Technologies | Reflect | Creating |
| Connecting with Experts | Students Engage in Active Exploration |  | Sharing |
| Student Success (UDL) | Connecting with Expertise | Evaluating |
| Ethical Citizenship | Elaborated Forms of Communication |  |