



# Focusing on 7 Elements INQUIRY/IDEA GENERATION

ALLISON ZMUDA  
@allison\_zmuda

BENA KALLICK  
@benakallick

The development and pursuit of a line of questioning, series of prototypes, or the design of an idea.

## INQUIRY / IDEA GENERATION

### Teacher Generated

Teacher designs the inquiry/idea for learners to explore.

### Teacher & Learner Co-Created

Teacher identifies a broader topic, inquiry or problem. Learners have the opportunity to shape inquiry/idea based on investigation, analysis, and/or development of an idea.

### Learner Generated

Learner defines and articulates the question(s) or problems that become the basis of investigation, analysis, and/or development of an idea.

#### **Teacher HOM:** Questioning and posing problems

**Teacher:** I develop essential questions by generating ideas and selecting a few based on considerations such as prior knowledge, learner interest, typical misconceptions. I name the HOM applying past knowledge and gathering data through all senses to guide learners on how to search for meaning when faced with these questions.

#### **Learner HOM:** Applying past knowledge and gathering data through all senses

**Learner:** I use the questions to help guide my investigation and development of an idea or solution. I search for other examples from my prior learnings.

#### **Teacher HOM:** Managing impulsivity; thinking interdependently

**Teacher:** I facilitate a process in which learners generate ideas and co-create questions about the topic and help them choose some of the priority questions they might pursue. I work to manage my desire to speed up the process or overly guide learners' thinking.

#### **Learner HOM:** Questioning and posing problems; thinking interdependently

**Learner:** I raise questions that I wonder about and work with others to develop some priority questions we might pursue.

#### **Teacher HOM:** Listening with understanding and empathy; Taking responsible risks

**Teacher:** I confer with learners to help them consider how broad or realistic their questions might be. I pay attention to the choices they are making based on the nature of the task they have chosen to pursue.

#### **Learner HOM:** Questioning and posing problems; Creating, imagining, innovating

**Learner:** I pursue an investigation that deeply interests me and is aligned with curricular expectations. I frame my questions thoughtfully to manage the extent of research I will need to do to develop an idea or solution.

### Questions to reflect on for personalizing:

#### Looking Back...

- 1 When was the last time my learners generated questions or ideas?
- 2 What were the questions or ideas based on?
- 3 To what extent did those questions or ideas drive the learning experience?

#### Looking Forward...

- 1 If I were to have them help generate questions or ideas, what should they be based on?
- 2 How might articulate key parameters to promote student agency in the exploration and actions?
- 3 If I were to support their questions and ideas, what might I need to start doing? Stop doing?