

Name: _____

| STEP 1: Starting Questions | | |
|--|---|---|
| Description | PSII Learner.... | PSII Teacher... |
| Generate initial questions based on interest/curiosity or based on a former inquiry that led to new questions. | Creates or co-creates a question or questions that are of a kind that will allow for inquiry to take place. | Helps learner as needed to develop questions that are conducive to inquiry. |
| My initial questions (no research yet): <div style="border: 1px solid black; height: 500px; width: 100%;"></div> | | |

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STEP 2: Initial Research and Thought – Deepening the Inquiry

| Description | PSII Learner..... | PSII Teacher... |
|---|--|--|
| Engage in research (books, internet, discussion, reflection, mini-project, lab...) that will better inform the inquiry. | Takes on early research based on initial questions. May discuss with teacher and/or classmates to help hone inquiry. Research may involve creating something or doing something rather than just reading/talking about it. | Discuss research options with learner. May teach a class or two or lead a group discussion on topics related to early questions. May help learner interpret texts and other sources found. May help learner design a lab or exploratory activity to help flesh out learner's understanding of topic. |

What I need to do to deepen the inquiry and add new questions:

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STEP 3: New Questions

| Description | PSII Learner... | PSII Teacher... |
|--|--|---|
| Based on research and reflection in Step 2, learner now creates more and deeper questions. These will be the basis for lessons, activities and projects. | Creates new questions. Could be done in a mind map from original questions, or just a list of questions. Uses types of questions that best lend themselves to inquiry. | Assists student in formulating question that will lead to quality inquiry and that can also translate into activities that are appropriately suited to learner's academic and personal development goals. |

After completing my work in step 2, I now know more about my topic.

My new questions are:

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| STEP 4: Plan Learning Activities | | |
|---|--|---|
| Description | PSII Learner... | PSII Teacher... |
| Using refined and deepened questions as a guide, learner (with help of teacher as required) develops a plan for learning activities, including projected timelines and expected artefacts of the learning that takes place. | Learner uses planning tools (e.g. lists, webs, Gantt chart) to flesh out learning activity specifics, to set timelines, and to schedule just-in-time lessons, to propose group activities, and to coordinate with mentors/experts/etc. | Teacher assists learner, as needed, to develop a rich and detailed plan. The teacher may help coordinate resources (teachers, other learners, mentors, experts) and to suggest activities and possible artefacts of learning. |
| Here are the things I am going to do to explore my questions and to learn... (and some ideas about how those activities might be assessed (Do they result in products, conversations, demonstrations...?)) | | |
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| Step 5: Engage in Learning Activities | | |
|--|--|--|
| Description | PSII Learner... | PSII Teacher... |
| Learner carries out planned activities, updating teachers as changes to plan occur. Assessments of learning and learning artefacts takes place throughout the inquiry, based on completion timelines. Assessment will include referencing BC learning outcomes in relevant courses. | Learner follows plan to complete learning activities associated with the inquiry. Learner may need to ask for “just in time” lessons as the inquiry unfolds. Learner completes daily workplan as fits their inquiry timelines. | Teacher monitors student progress, offering support and suggestions as needed. Teacher ready to assist with “just in time” lesson, or with accessing resources (people, rooms, equipment, organizing student groups). Teacher meets with student several times throughout inquiry for assessment purposes. |
| Learner may have multiple inquiries going at once. It is important that learner organizes time (with teachers’ help) to best fit the projected timelines for each activity in the inquiry, starting with Step 1. One inquiry may lead to ideas for other inquiry topics or questions, and learners should always write ideas down in “parking lot,” allowing them to find those ideas again later if they want to pursue them. | | |