

REPRODUCIBLE 1: How to Model and Assess Inquiry Dispositions

Name: _____ Date: _____

Inquiry disposition	What it looks like in the classroom	How inquiry-based learning supports this disposition	Student reflection prompts
Curiosity	<p>Teacher and students want to know more about the world and its people. They ask important, relevant, and deep questions. These questions are not answered easily — nor does the student or teacher have the correct answer in mind at the outset. They are honestly perplexed by the issue/question/problem and have the motivation to uncover a possible answer/solution.</p> <p>Teacher and students trust that they can figure out difficult problems by using their reason and intelligence.</p>	<p>Inquiry-based learning begins with a question, a curiosity, or a wondering related to the discipline.</p> <p>Inquiry-based learning proceeds when learners trust that they can harness their own skills of reasoning when confronted with a challenging question.</p>	<p>An important and relevant question that I find interesting and related to the topic we are studying is...</p> <p>I think it is important to answer this question because...</p> <p>This question is challenging to answer because...</p>
Self-confidence	<p>Teacher and students are willing to try out different types of thinking (i.e., political thinking, creative thinking, critical thinking, and reflective thinking) and different points of view.</p>	<p>Inquiry-based learning allows students to develop discipline-specific thinking skills as they collect, critically assess, and evaluate sources, and then generate conclusions.</p> <p>Inquiry-based learning demands that evidence is gathered from multiple sources that represent diverse perspectives.</p>	<p>Even though I may face difficulties or make mistakes, I believe I can succeed in this inquiry because...</p> <p>When faced with a problem I cannot initially answer, I feel that...</p>
Flexible thinking	<p>Teacher and students are genuinely interested in other perspectives and attitudes. They realize that the question is never fully answered and that knowledge is always being constructed. They are open to continual learning.</p>	<p>Inquiry-based learning allows students to develop discipline-specific thinking skills as they collect, critically assess, and evaluate sources, and then generate conclusions.</p>	<p>I have used critical thinking in this inquiry to...</p> <p>The thinking skill that I have found most helpful in this inquiry is...</p>
Open-mindedness	<p>Teacher and students are genuinely interested in other perspectives and attitudes. They realize that the question is never fully answered and that knowledge is always being constructed. They are open to continual learning.</p>	<p>Inquiry-based learning demands that evidence is gathered from multiple sources that represent diverse perspectives.</p>	<p>Multiple sources and diverse perspectives are important to consider in this inquiry because...</p> <p>When I talk with others, I think the argument I agree/disagree with the most is... because...</p> <p>The one perspective I am having difficulty finding evidence to support is...</p>

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Perseverance	Teacher and students are not put off by obstacles and challenges in their learning.	Inquiry-based learning is challenging. It demands higher-order thinking and communication skills.	What I find challenging about this inquiry is... The strategies that I will use to move my inquiry forward are...
Taking risks	Teacher and students are not looking for one correct answer, but are more playful and creative in thinking. They are confident that their thinking is a “work in progress” and are open to new ways of thinking and learning that may be outside their area of expertise/comfort/skill.	Inquiry-based learning is an adventure. It is typically not a linear process, but one with twists and turns. These intellectual surprises allow students to experience what true experts in the discipline feel when attempting to answer a question or solve a problem.	I feel that this inquiry could have many different answers because... I have tried new strategies such as... to research, examine, and communicate my understanding of this inquiry.
Reflection	Teacher and students think about their thinking and know why it is important to do so. They can self- and peer assess products. They can make connections to their personal lives and identity as well as to the broader world.	Inquiry-based learning is complex. Reflection during an inquiry allows learners to consider how to face a challenge, how to meaningfully assess their work and the work of others, and how to make meaningful connections between what they are learning in an inquiry and their lives.	At this point of the inquiry, I am exceeding/meeting/not meeting the success criteria because... The areas I need to improve in are... The strategies I will use to meet my goals are...

SOURCE: Adapted from Walsh, J, and Sattes, B, *Thinking Through Quality Questioning*, Corwin Press (2011).