



(https://connex.stao.ca/sites/default/files/media/screen_shot_2018-09-06_at_7.44.24_pm.png)

Each day the students were responsible for keeping track of their own contributions, new questions, new ideas and other things that they had found interesting that day and documenting it in an Inquiry Lab Book which was a running journal.

As the teacher I would go home and review the responses that students had and find ones that were hitting on key ideas from the units and find ones that may have had misinformation or some confusion in their ideas.

The next day we would start off with a discussion about these topics. This allowed the class as a whole to build on the knowledge that other students had from the day before and develop new and deeper questions. By day 4/5 the students knew what was expected of them and began doing their own independent research, building on others ideas and introducing their own new questions.

Between the whole class after 2 weeks we had touched on every aspect of the evolution unit strictly through student discovery and inquiry. The students were then required to polish the Inquiry Lab Book by adding a cover page, table of contents, summary of key questions and ideas from each day, summary of questions they responded to overall learning they achieved and site all their sources that they had used in their responses.

An example of a student response has been attached below. (please excuse the formatting it shifted from docs to word)



(mailto:
subject
out

[illegible]

RESOURCES

 Inquiry Lab Book example (https://connex.stao.ca/sites/default/files/the_theory_of_evolution.docx)

ELEMENT

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