

Appendix E.3 • Student Inquiry Guide: Authentic Design

An inquiry guide that can be used alongside the Learning Progressions to support the design of deeper learning experiences

General Questions/Input to Consider		Your Notes, Reflections, and Design
<p>What's the context for and "driving question" of the experience?</p> <p>How does this experience respond to assessed needs and/or areas of interest?</p> <p>How is it linked to and aligned with the curriculum?</p> <p>What are the success criteria and intended learning outcomes?</p> <p>Focus on how any partnerships, environments, technology, and each element of inquiry are <i>directly</i> deepening the learning. Are they "just there," or are they <i>leveraged</i> intentionally and with explicit purpose?</p> <p>What specific practices and assessments will directly develop and/or evidence what specific outcomes? Is there opportunity for the assessment to evidence <i>and</i> further develop learning?</p> <p>How can learners leverage partnerships, environments, technology, and the elements of inquiry in order to take their learning beyond traditional ends? How can they leverage them to contribute back?</p>		
Element of Authentic Practice	Questions/Input to Consider	Your Notes, Reflections, and Design
<p>Partnerships</p> <p>Leveraging student, teacher, parent, community member, and other learning partner engagement to enable and deepen learning</p>	<p>How can students engage as real partners all throughout the learning experience?</p> <p>How can learners be supported to pursue and develop new partnerships throughout the experience?</p> <p>What other learning partners would deepen the experience, and in what ways? How can they be engaged?</p> <p>How does the experience design ensure clear and transparent communication, shared success criteria and goals, and equitable learning opportunities and outcomes?</p> <p>How can learners partner in designing, implementing, assessing, measuring, reflecting on, and changing/directing learning (inquiry), and how will that engagement be assessed?</p>	

(Continued)

Appendix E.3 • (Continued)

<p>Environments Leveraging where, why, and how we learn in a range of natural and built environments to enable and deepen learning</p>	<p>Describe the where, why, and how of learning. How will they be integral to the experience and understood by all?</p> <p>What natural and artificial (e.g., “built” or digital) environments are most suited to developing the intended learning outcomes?</p> <p>Consider how this experience and its environments can</p> <ul style="list-style-type: none"> • enable student voice and agency, • embody a commitment to learning and success for all learners, • support learners to be “experts” and to drive their learning in exciting directions, • reflect who learners are and how they learn best, • be marked by learning for all, belonging, contribution, celebration, and deep connections between learners and learning partners, purposes, modes, and spaces. 	
<p>Technology Leveraging digital tools and other technologies to connect learners, expand learning environments, and otherwise enable and deepen learning</p>	<p>How can digital tools be incorporated to directly enable, enhance, accelerate, connect, share, or otherwise deepen the learning?</p> <p>What digital tools are most suited to developing the intended learning outcomes, and at what times?</p> <p>How can the experience design ensure that learners who need support to leverage specific digital tools get it, and how can it ensure that learners who are already experts can support others to become the same?</p> <p>Are students users or drivers of technology? Do they have choice in what tools are used, when, and why?</p> <p>Is there opportunity for learners to improve existing or develop new digital or other tools?</p>	
<p>Inquiry Leveraging the continuous process of assessment, design, implementation, measurement, and reflection and change in partnership with learners to enable and deepen learning</p>	<p>How will the experience tell you what you need to know about your learners? Will you need a single assessment, or will you need multiple, connected (“nested”) assessments?</p> <p>How does it fit in with your and your students’ overall inquiry picture (i.e. with past, present, ongoing, and future learning)?</p> <p>How are students engaged in the design of this experience, and how are they engaged in self-assessment and self-measurement?</p> <p>What opportunities will students have to reflect on their learning and change their own “practice” as necessary?</p> <p>How will you engage intentionally and purposefully with each element of the inquiry process?</p>	

Source: The Learner First, 2018

Retrieved from the companion website for *Measuring Human Return: Understand and Assess What Really Matters for Deeper Learning* by Joanne McEachen and Matthew Kane. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for any local school site or nonprofit organization that has purchased this book.