



# Pike County Schools

## Concept-Based Inquiry

Right click hyperlinks to open in a new tab.

### Definition/Purpose

Inquiry-based learning has a focus on the use of active questions to drive learning. Students are invited to take an active role in both posing and answering questions as they construct meaning.

When we pair this with Concept-Based Learning, those questions are designed to focus on transferable understandings that help students to make sense of their learning (Marschall and French, 2018). This approach helps students to see patterns, make connections, and ultimately, are able to apply their learning beyond the context of the unit. This is what we all want for our students at the end of the day!

Concept-Based Inquiry is an approach to teaching and learning that can be applied to any disciplinary or interdisciplinary curriculum K-12. By engaging students as thinkers, we foster student agency, build conceptual understanding, and promote learning transfer.



### Resources and Tools

- Book Chapter: [The Developing Concept-Based Teacher](#)
- Inquiry resources at [inspiringinquiry.com](http://inspiringinquiry.com)
- [Myth Buster](#): Facts and skills are critical in Concept-Based Inquiry
- [3 Words to Guide Explicit Instruction in an Inquiry Classroom](#)
- The [phases](#) of Concept-Based Inquiry
- CBI [Teaching Tools](#)
- Harvard Project Zero [Thinking Routine Toolbox](#)

### Examples

[A Conceptual Boost to Literacy Instruction](#)

Sample CBI Unit: [Dystopian Societies: Could this really be our future?](#)

[Sample](#) statements of inquiry/inquiry questions

