

Now that everyone has a basic understanding of architecture, we can use architecture as a lens to question everything!

Object-based learning is very conducive to inquiry-based learning. It doesn't rely on telling what you know (telling isn't teaching); it relies on using what you know to ask questions that engage and motivate students to become active participants in their own learning experience. (For an on-line workshop on inquiry-based learning <http://www.thirteen.org/edonline/concept2class/inquiry/index.html>)

One technique for initiating this process in learning is to begin with a guided inquiry experience, gradually progressing through the levels of inquiry to the most autonomous, or highest, level. The teacher's gradual transformation from "director" to "facilitator" encourages "students" to become independent "learners". This should be a gradual and smooth transition from level to level, with the facilitator taking care not to remove the training wheels suddenly.

Effective questioning skills are based on the idea that there are many kinds of questions ranging from those that lead to the acquisition and recall of information to those that provoke abstract, synthetic, and creative thought. One can focus on building one's questioning techniques by focusing on three levels of inquiry:

1. Acquisition of Information
2. Organization and processing of information
3. Diverging from Known Information

Steps in Inquiry	Level I	Level II	Level III
Identify the Problem	Facilitator	Facilitator	Learner
Ask Questions	Facilitator	Learner	Learner
Solve the Problem	Facilitator/Learner	Learner	Learner

We will look at the three levels of inquiry using examples from the Laurel Highlands using questioning techniques associated with each level of inquiry.

Levels of Inquiry	Types of Questions
Level I: Acquisition of Information	cueing probing
Level II: Organization and Processing of Information	clarifying convergent
Level III: Diverging from Known Information	divergent conclusive

The following exercises are designed to provide the facilitators with an opportunity to internalize the inquiry process and move to this learner-centered model of teaching. This type of learning also raises the opportunity to move beyond the cognitive domain into the affective and psychomotor domains providing the opportunity for holistic evaluation in the form of a rubric. (For more information on rubrics and evaluation, see <http://rubistar.4teachers.org/index.php>)