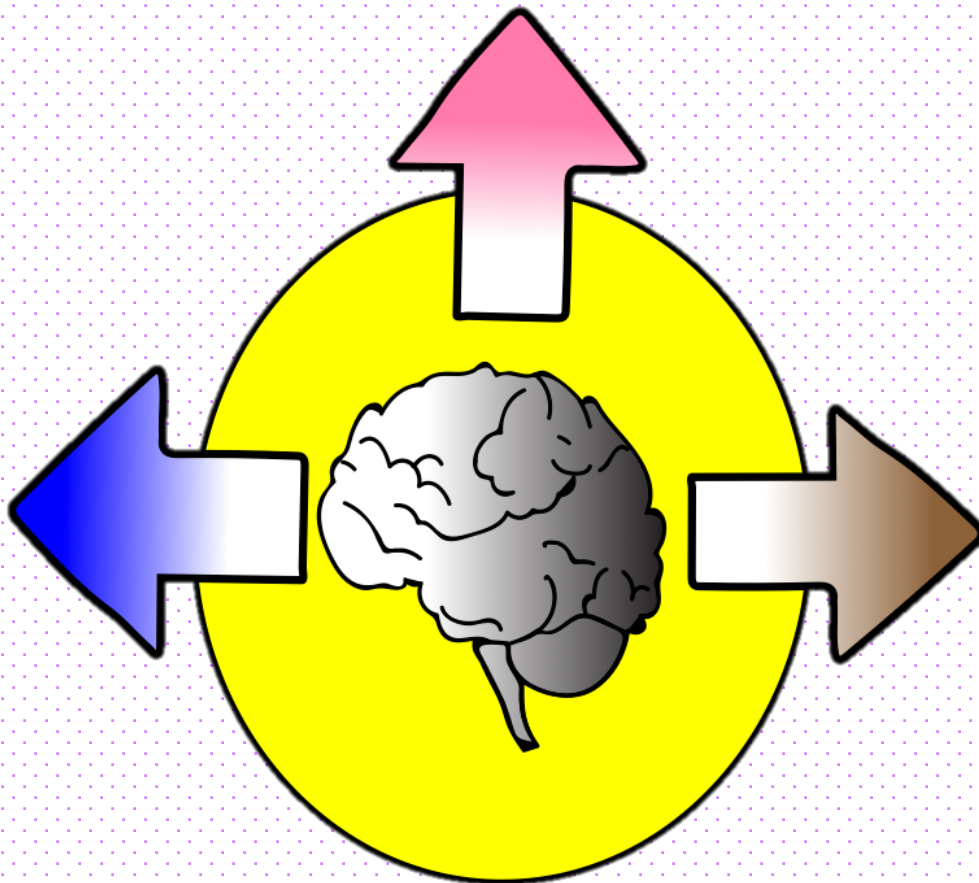


Concept Observations.

Taking an inquiry deeper and opening up links across subjects.



Each Concept Observation set includes:

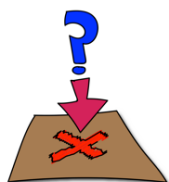
- **Research cycle** (*Plan & Choose; Focus & Prepare; Think & Act; Reflect & Connect*)
- A set of concept cards with three levels of questioning
- General reflection cards
- Explanation of the guiding concepts

Concepts are big ideas that are connected to multiple topics and subjects. They are not culture, location or time specific. Concepts help take learning to a deeper level. They aid in learning becoming a tool for action, meaning making and problem solving. Learning can become transportable when concept driven. Concepts are about looking at the bigger 'So What' of learning.

Conceptual learning develops the HOW (skills) and WHAT (knowledge) of a topic, but it takes ideas further. Concepts are the WHY of learning.

These cards and questions are designed to support the learners engaging with ideas or focusing an inquiry at a conceptual level.

Three levels of questions focus each concept.



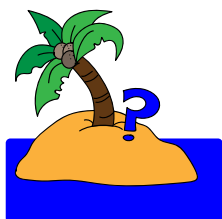
"RIGHT THERE" questions

When we ask these questions we are looking for information that is right there in words or pictures, online, in the immediate world. It is often observable, tangible and easy to access.



"THINK AND SEARCH" questions

When we ask these questions we are looking for information that is in around us or implied in information, evidence or sources but we need to connect ideas or draw conclusions. We have to put ideas together.



"ON MY OWN" question

When we ask these questions we are looking for people to share judgments or opinions. The answers aren't in the source, evidence or research; they can be hidden which invites learners to explore big ideas or underlying messages. They can also be more personal and connected to our own response, positioning or beliefs.

If you wish to support your learners in take an inquiry even further you could develop a set of questions based on critical analysis.



"CHECK IT OUT" questions Answer relies on reader exploring some of the hidden issues in a text. E.g. gender, race, power, etc.

When we ask these questions we are looking for implied ideas about certain social or political constructs in the evidence or sources of information. These questions invite learners to become analytical and thoughtful researchers, who are aware of hidden ideas.

The idea is to support young researchers and inquirers understand that