TIMELINE OF A GID UNIT

GID units are typically between 4 and 9 weeks long. GID is a fluid flexible process. Conditions vary and are unique to each school, context, and within each unit. Learning Teams design units based upon the background knowledge of the students, standards based content area goals, and intended learning outcomes for students. The effective Learning Team adjusts the number of sessions based on what their students' need at each phase. Here is an example of the approximate timeline for typical a 6 week unit. GID Workshop Session=….

Open

- Invitation to inquiry
- Open minds
- Stimulate curiosity

1 Session

15-45 minutes
Is enough time to get curiosity flowing and to have students journal about their new thinking, questions, and ideas.

Immerse

- Build background knowledge
- Connect to content
- Discover interesting ideas
  – As a community

3-5 Sessions

Timing here really depends upon your content goals. Ask yourself, what do the students need to know to understand the basics? What experiences can get them there?

Students keep a journal of interests, and new ideas.

Explore

- Explore interesting ideas
- Look around
- Dip in

2-4 Sessions

Let each student investigate their own interests and browse multiple resources.

Provide time and structures for each student to discover the possibilities that exist around their interests.

Identify

- Pause and ponder
- Identify inquiry question
- Decide direction

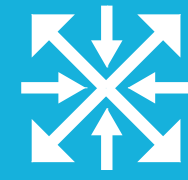
1-2 Sessions

Explore flows into Identify with student conferences.

Students create inquiry Charts to think critically and prepare for the conference.

Talking with peers, the librarian, and the teacher helps students to stop and determine their focus.

Gather



- Gather important information
- Go broad
- Go deep

5-10 Sessions

The number of Gather sessions depends upon what the students are asking, how big their topics are, and what they are going to do with the information.

Create

- Reflect on learning
- Go beyond facts to make meaning
- Create to communicate

5-10 sessions

Create takes time. Students work to organize, synthesize new information into a coherent whole.

This is when they create a paper, or product to communicate their learning. Inquiry Charts support the creation process.

Share

- Learn from each other
- Share learning
- Tell your story

1-2 sessions

All students have gone in a different direction.

The Community comes back together to learn from each other.

There are many ways to share. Inquiry Circles, whole class, performances, museum exhibitions or galleries are a few possibilities.

Evaluate

- Evaluate achievement of learning goals
- Reflect on content
- Reflect on process

1 session

Students are given time to reflect back on the entire process, on what I learned and how I learned.

They consider what I might do differently next time.

GUIDED INQUIRY DESIGN

Guided Inquiry Design: A Framework for Inquiry in Your School (2012) ® Kuhlthau, Maniotes & Caspari