GUIDED INQUIRY DESIGN®

The Learning Framework That Works Everywhere

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GID adapts to any learning context because it's grounded in how humans actually learn — not in how programs are organized

THE COMPLETE LEARNING ARC

⚡ **THE LEARNING FOUNDATION — PHASES 1–3**

Open, Immerse, and Explore build curiosity, background knowledge, and readiness to question. These phases are essential to deep learning — and are what most program frameworks skip entirely.

GID strengthens any learning initiative — because the human learning process doesn't change.

IN PROJECT-BASED LEARNING

GID structures the learning inside the project

PBL creates authentic experiences and organizes work around real questions. GID designs the learning happening inside that work — ensuring students build the curiosity, knowledge, and focus needed before research begins.

IN GIFTED & TALENTED PROGRAMS

GID makes metacognition explicit and structured

GT learners thrive when they understand their own thinking. GID gives educators a language and process for mapping cognitive and affective development — making the invisible work of deep learning visible and teachable.

IN ANY INQUIRY-RICH CONTEXT

GID is the constant when initiatives change

Frameworks come and go. GID is the infrastructure underneath them all. Wherever students are asked to ask questions, research, and create — GID provides the process that turns that work into genuine understanding.

GID designs for the whole learner — not just the task.

COGNITIVE

Thoughts

GID maps the cognitive arc from confusion to clarity — giving educators design cues for each stage of understanding

AFFECTIVE

Feelings

Inquiry is emotional. GID honors uncertainty and frustration as natural — and designs for the moment curiosity ignites

BEHAVIORAL

Actions

Each GID phase has concrete educator moves — what to do, when, and why — to support the learner's actual experience

> **GID is not a program.** *It's a way of thinking about learning design — one that honors the human doing the learning, regardless of the initiative surrounding it. Any educator who knows GID deeply can make any learning context more meaningful, more equitable, and more real.*

*Grounded in Kuhlthau's Information Search Process (ISP)