

**LAMBTON HIGH SCHOOL**  
**Year 8 Lambton Learning Ladder (L3)**  
**Inquiry Based Learning (IBL) Task Notification 2018**



*This documentation is also available on MOODLE under "School Programs" and the school website*

<b>Course</b>	Year 8 Lambton Learning Ladder
<b>Task</b>	Inquiry Based Learning Task (IBL) and Oral Presentation
<b>Task Weight</b>	100%
<b>Date of Notification</b>	Term 2 2018
<b>Date Due</b>	6 & 7 December 2018 (Week 9 T4) Students who do not attend the presentation will be required to undertake a make-up interview

Skills Assessed	
1. Communication	- <b>Effectively presents IBL product and process to a panel and as a result is able to:</b>
2. Collaborative Learner	- Demonstrate a clear understanding of what it means to be a collaborative learner
3. Independent Learner	- Demonstrate the ability to set goals to work independently
4. Critical Thinking and Problem Solving:	- Provide evidence of strategies used to think critically and solve problems
5. Creative Thinking	- Demonstrate innovation and /or the ability to synthesise new ideas, seek different perspectives, use imagination and inspiration to solve problems
6. Self Evaluation & Reflection:	- Identify strengths and challenges in learning through the IBL project and is able to analyse the quality of IBL product and process

Task Description
Over terms 2 - 4, in teams, you are to undertake an IBL project <b>based on a real world issue of your choice</b> . You are to use research skills to create a product (which answers your real world driving question), and brief, which is to be presented to a panel made up of a community member, teacher and Year 7 student. You will be asked a series questions to help you demonstrate to the panel not only what you have learnt, but also to explain the processes you have undertaken within your IBL project, the creation of your IBL product and how this learning experience has contributed to the development of your future based capability skills.

Task Instructions
<ol style="list-style-type: none"> <li>1. Complete a team IBL proposal and timeline (blank copy attached) – due date in T2 determined L3 mentors</li> <li>2. Undertake your IBL research, creation of product and presentation preparation T2, T3 and T4</li> <li>3. Complete an IBL brief prior to the interview (blank copy attached) due to your L3 Mentors prior to the interview– a copy is to be brought with you to the presentation as well</li> <li>4. Attend an interview panel where you will present your IBL product, which answers your IBL driving question, and be asked a series of questions (20mins max) on the skills you have developed as part of the IBL project</li> <li>5. If your product is an e-product you must bring your own fully charged device to present it on</li> <li>6. Prepare for your presentation by reviewing the attached information</li> <li>7. <b>Your presentation timeslot will be organised in advance – it is your responsibility to attend at that time. If you know you cannot attend due to an acceptable commitment you must organise with Ms Cohen or Ms Glabus an alternative time in advance</b></li> <li>8. <b>Students who do not attend the presentation will be required to undertake a make-up interview or not be awarded a pass for the Lambton Learning Ladder subject for the yearly report.</b></li> </ol>

# Year 8 Authentic Assessment Learning (AAL) for presentation of IBL task & product.

## Question Guide & Assessment Rubric

The following questions and criteria is a sample of the one used by the panel to award a grade for the Year 8 IBL AAL presentation

Criteria & Questions	A	B	C	D	E
<b>1. Communication</b> Effectively presents Inquiry Based Learning project and product to the panel <b>i. Submitted a brief of IBL project prior to interview</b> <input checked="" type="checkbox"/> or <input checked="" type="checkbox"/> <input type="checkbox"/> <b>Questions</b> <ul style="list-style-type: none"> <li>Outline the purpose of your project</li> <li>Talk about your IBL product</li> <li>Were you successful in achieving an end product that answered your IBL question?</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding presentation, well organised, showing pride and organisation skills of a high order</li> <li>All necessary material included and completed</li> <li>Confidently communicates the significance of understanding the purpose of their IBL project with reference to their completed product answering their IBL driving question</li> <li>Neat, smart interview attire</li> <li>Excellent communication skills, e.g. variety of tone, gesture, expressive voice, confident</li> <li>Effective use of time and balance of task presentation</li> </ul>	<ul style="list-style-type: none"> <li>All material presented neatly and tidily, showing sound organisation skills</li> <li>All material completed</li> <li>Clearly communicates the importance of the purpose of their IBL project with reference to their completed product answering IBL driving question</li> <li>Neat, smart interview attire</li> <li>Highly developed communication skills - voice clear and sufficiently loud, eye contact</li> <li>Spoke to time</li> </ul>	<ul style="list-style-type: none"> <li>Task shows evidence of care and tidiness,</li> <li>Attempts at organisation</li> <li>Communicates the purpose of their IBL project but lacks a strong explanation that connects the purpose and the product</li> <li>Neat, smart interview attire.</li> <li>Communication skills include eye contact, expression, clear voice</li> <li>Spoke to time</li> </ul>	<ul style="list-style-type: none"> <li>Materials presented but may not be polished or well-organised and or fully competed</li> <li>Communicates the steps involved to complete their product only or no product and communicates information from research only</li> <li>Neat, smart interview attire.</li> <li>Use of some appropriate speaking techniques</li> <li>May be under time</li> </ul>	<ul style="list-style-type: none"> <li>Little work completed or submitted</li> <li>Unable to describe their project</li> <li>Struggles to make connections between elements of the projects purpose</li> <li>Poorly presented and / or limited communication skills</li> </ul>
<b>2. Collaborative learner</b> <ul style="list-style-type: none"> <li>What does the term collaborative learner mean to you?</li> <li>Give an example of when you demonstrated collaborative learning attributes when working on your IBL project?</li> <li>How effective were your efforts?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a deep understanding of what it means to be a collaborative learner and provides explicit examples from their IBL project of effectiveness when working with others and in teams</li> <li>Demonstrates highly motivated fostering and opening up of possibilities to allow ideas to take form into action that is co-constructed and leads to further connections and shared endeavour</li> <li>Is insightful using reflection and reasoning to demonstrate the capacity and challenges of collaborative practice</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of collaborative learning and provides examples of ability to work with others and in teams from their IBL project</li> <li>Demonstrates how is able to contribute to challenging and evaluating the group's ideas but could extend ideas further and make more connections in the shared endeavour</li> <li>Is reflective and active in realising the capacity and challenges of collaborative practice</li> </ul>	<ul style="list-style-type: none"> <li>Is able to explain collaborative learning or teamwork and provide an example when they have worked in a team</li> <li>Demonstrates commitment to reflecting on and influencing the outcomes of the group's joint purpose but needs the support of the group's direction</li> <li>Is developing reflective processes in collaborative practice</li> </ul>	<ul style="list-style-type: none"> <li>Is able to explain what it means to work in a team</li> <li>Demonstrates is able to engage with others and attempts to explain shared understanding of groups' goals but has difficulty in taking responsibility or influencing outcomes of the joint venture</li> <li>Show awareness of collaborative practice</li> </ul>	<ul style="list-style-type: none"> <li>Unable to describe what it means to be a collaborative learner or work in a team</li> <li>Demonstrates attempts to communicate with others but has difficulty taking responsibility for the group's joint purpose</li> <li>Is unsure of the capacity and challenges of collaborative practice</li> </ul>
<b>3. Independent Learner</b> <ul style="list-style-type: none"> <li>Tell us of a time during the project where you had to set goals for yourself and/or accepted responsibility to complete work on your own</li> <li>Explain or show how effective you were</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates clear evidence (from their IBL project) the ability to set independent learning goals and /or work independently to effectively achieve goals and/or take on responsibility to complete work on behalf of their team</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates evidence (from the IBL project) the ability to set goals and /or work independently to effectively achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>Is able to explain what it means to be an independent learner and give at least one example in their IBL project where they worked independently</li> </ul>	<ul style="list-style-type: none"> <li>Is able to explain what it means to be an independent learner</li> </ul>	<ul style="list-style-type: none"> <li>Unable to describe what it means to work independently</li> <li>Does not demonstrate evidence of independent learning</li> </ul>
<b>5. Critical Thinking and Problem Solving</b> <ul style="list-style-type: none"> <li>How effective are you as a critical thinker and problem solver?</li> <li>Provide examples of where you did this in your IBL project</li> </ul>	<ul style="list-style-type: none"> <li>Advanced understanding of critical thinking and problem solving demonstrated by the ability to frame critical questions and explore own and others judgements, resolve problems through reasoning</li> <li>Describes a variety of strategies used in the IBL project and is able to provide evidence of being able to independently solve problems and/or critically think</li> <li>Is insightful in using critical reflection and action</li> </ul>	<ul style="list-style-type: none"> <li>Describes critical thinking and problem solving attributes and is able to explain any problems faced in the IBL project and some of the strategies used to solve them such as: reassessing judgements, adapting ideas, re-solving problems</li> <li>Is aware of using reflection to realise critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Describes some of the problems faced and the steps used to overcome them in the IBL project including attempts to manage and resolve problems, contesting and elaborating on ideas</li> <li>Demonstrates a developing awareness of reflective critical practice</li> </ul>	<ul style="list-style-type: none"> <li>Describes problems but lacks clear explanation of the steps used to overcome them</li> <li>Has difficulty in recognising assumptions or acting to manage and resolve problems</li> <li>Shows awareness of critical reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>Minimal understanding of problem solving and/or critical thinking</li> <li>Attempts to identify problems but has difficulty in putting in place practices to find solutions and take actions</li> <li>Unsure of critical reflective practice</li> </ul>
<b>6. Creative thinking Questions</b> <ul style="list-style-type: none"> <li>What inspired you to do this project?</li> <li>Give an example of when you used creative thinking to complete the project?</li> <li>What did you do that was different, original and/or innovative on the project?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates creativity in innovation as a leader rather than a follower (i.e. comes up with the ideas/vision)</li> <li>Demonstrates the ability to connect concepts, ideas and or experiences to synthesise new concepts, ideas and/or experiences</li> <li>Uses lateral thinking to move away from traditional responses, discards the obvious and seeks different perspectives</li> <li>Uses imagination and inspiration to solve problems</li> <li>Embraces uncertainty to explore the unexpected and unknown</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to connect concepts, ideas and or experiences to synthesise new concepts, ideas and/or experiences</li> <li>Uses lateral thinking to move away from traditional responses, discards the obvious and seek different perspectives</li> <li>Uses imagination and inspiration to develop or refine possibilities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to connect concepts, ideas and or experiences to synthesise new concepts, ideas and/or experiences</li> <li>Uses imagination and inspiration to refine the best idea for a particular purpose</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to reflect on and imagine possibilities</li> <li>Uses imagination and inspiration to come up with ideas but may have difficulty exploring a number of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Does not show the use of imagination or inspiration to solve problems, or connect concepts to come up with new ideas</li> <li>Engages with familiar ideas</li> <li>Does not perceive the possibility of new ideas</li> </ul>
<b>7. Self-evaluation and Reflection</b> - can evaluate own progress in learning <ul style="list-style-type: none"> <li>Explain what you think your strengths and weaknesses were in the IBL project?</li> <li>Describe what and how you would improve or change in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Understands and is able to explain strengths and weaknesses in learning in the IBL project and clearly explains improvements to made if able to do again.</li> <li>Is able to analyse overall quality of product by reassessing and imagining how the product can be transformed</li> </ul>	<ul style="list-style-type: none"> <li>Shows ability to reflect on tasks, and suggests ways in which they could be improved.</li> <li>Clearly describes areas of strength and weakness in the IBL project and/or product by attempting to address assumptions and or provide solutions</li> </ul>	<ul style="list-style-type: none"> <li>Describes some examples of strengths and or weakness in IBL project or product and reflects on ways in which they can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe areas of strength and weakness in the IBL project or product, but lacks depth of reflection and/or has difficulty in making reasoned judgments on the product</li> </ul>	<ul style="list-style-type: none"> <li>Does not describe any strengths or weaknesses in their IBL project or product and/or lacks ability to think about processes and solutions for improvement</li> </ul>

# Yr 8 Inquiry Based Learning (IBL) Team Proposal Take copy to interview

Team members : \_\_\_\_\_

What is your  ? : \_\_\_\_\_

What is your IBL  ? : \_\_\_\_\_



## 1. Discover (research, discuss, collect evidence, problem solving):

- *What information will you need to find/research to help answer your driving question?*
- *What methodology will you use to collect the information/data? **Choose 3 from:** Internet research, surveys, interviews, questionnaires, observations, document review (ie journals, newspapers, books, posters, etc), anecdotal etc .**One must be from a primary source** (surveys, questionnaires, observations, quantitative data), **and at least one must be a secondary source** (internet research, journals, newspapers etc).*
- *Primary source research:* \_\_\_\_\_
- *Secondary research:* \_\_\_\_\_


## 2. Create

- *What ideas does your team have for a product that will answer your driving question?*

## 3. Reflect

- *How are you working as a team? Who is responsible for what? Complete the timeline over.*
- *What collaborative technology are you using to support your task?*
- *Are there any challenges to date? What assistance if any do you need?*

## Yr 8 2018 IBL Task – Team Timeline

Time	Action:	Who:	By (date)	Mentor teacher  Checkpoint feed forward
TERM 2	Proposal completed			
	Team members allocated research tasks <b>What:</b>			
	Research completed:			
	<i>Critical Thinking</i> Analysis of research completed:			
TERM 3	<i>Creative thinking</i> Product designed:			
	Product created:			
EARLY TERM 4	IBL Brief completed:			
WK tba	Presentation prepared:			
Wk 9-10 T4	<i>Reflection:</i> Evaluation completed:			