Inclusive by Design

UDL in the Inquiry Classroom



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How Can Inquiry Create Learning Barriers?

Inquiry relies on features we value. For some learners, they can become a learning barrier:

- Talk and discussion
- Open questions
- Extended investigations

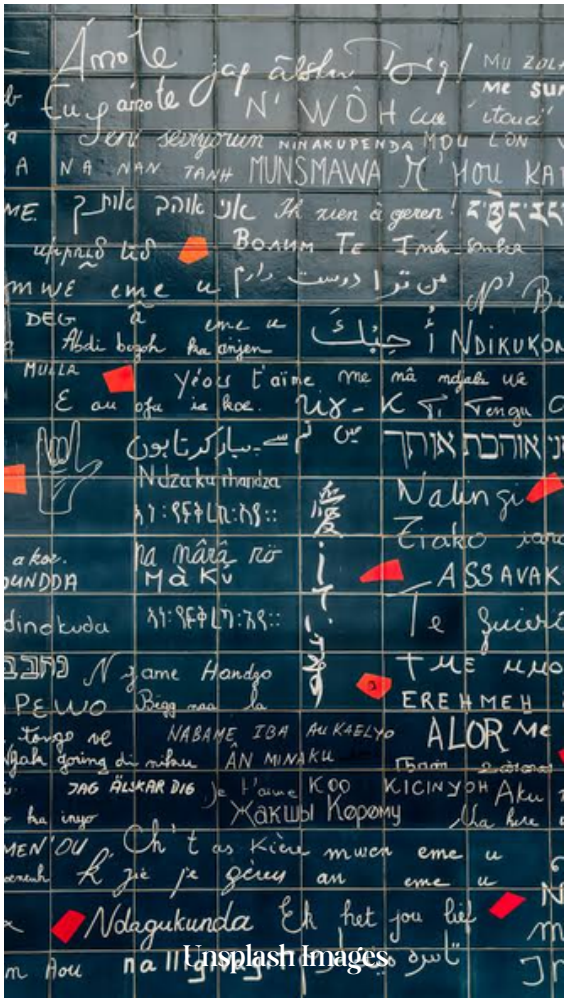


When language is the barrier!

Ofelia García's work on translanguaging shows that students make meaning by drawing on their full linguistic repertoire.

Try:

- Preview at home
- Voice wonder wall
- Embodied concepts
- Multilingual concept wall
- Start with objects



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When open-endedness is the barrier!

Iyengar and Lepper's research on choice overload found that too many options can stop people from choosing at all. A wide-open inquiry can have the same effect.

Try:

- Inherited question
- Students choose their boun
- Inquiry fences
- Working backwards



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When working memory is the barrier!

Gathercole and Alloway found that children with low working memory have difficulty following multi-step instructions. Many students described as inattentive are overloaded. Try:

- The inquiry trail
- Planned re-entry points
- One-step task cards



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How can students help us design for inclusive inquiry?

The barriers we predict are our best informed guess. Students can tell us where the barriers turned out to be. Ask your students:

- What got in your way today?
- What would have helped?

