



- What strategy might someone use to understand this material?
- How might you use this in your home or at work?

Evaluating: *Assess what you learned and how you learned it.*

In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

The evaluation questions reinforce this highest thinking level in Bloom's Cognitive Taxonomy.

Evaluation questions tend to be analytical and practical in Sternberg's *Successful Intelligence* model (2000). Questions that could be asked include:

- What parts of the activity worked best for you? Explain.
- What parts did not work well for you? Explain.
- What thinking strategy will you use when taking the GED test? Why?
- How does following this 5-step format make you feel?

The Inquiry Activity template is dynamic and can be applied to different situations in multiple ways.

Student versions of all the Inquiry Activities can be downloaded from the *GED as Project* website:

<http://www.jmu.edu/gedproject>

Figure 1

The Science and Social Studies Template

- 1. Identifying the Problem**
- 2. Becoming Familiar with the Problem**
 - *Preview the passage*
 - *Activate prior knowledge*
 - *Identify the purpose*
- 3. Planning, Assigning, and Performing Tasks**
(Individually, in pairs, or in groups)
 - *Clarify words*
 - *Build a context*
 - *Analyze the information*
 - *Answer the question*
 - *Defend your answer*
- 4. Sharing with Others**
- 5. Reflecting, Extending, and Evaluating**

