



NCEA Level 2

DIGITAL TECHNOLOGIES & HANGARAU MATIHIKO

# Teaching and learning programme

We live in interesting times



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## Summary of the teaching and learning programme

This programme supports students as they conduct an inquiry to propose a digital technologies outcome, using the UN Sustainable Development Goals as a foundational support.

The programme scaffolds students to decide on an inquiry focus and develop their inquiry question(s) with the aim of finding a digital technologies outcome. Students will craft an inquiry that is linked to a wider set of relevant real-world issues related to the Sustainable Development Goals: no poverty, zero hunger, good health and well-being, gender equality, clean water and sanitation, affordable and clean energy, sustainable cities and communities, responsible consumption and production, climate action, life below water, peace and justice.

Students are expected to:

- decide on an inquiry focus and develop an inquiry question linked to digital technologies
- undertake research to gather information
- organise and analyse the information through summarising the findings of the research
- propose a **digital technologies** outcome to their inquiry question.

The proposal should contain enough information that it could be developed into a digital technologies outcome. The information could include purpose, end users, scope, requirements and specifications, and the resources needed to create the digital technologies outcome.

The summary of the findings needs to relate to the research of the inquiry questions and the proposed digital technologies outcome.

### By the end of this teaching and learning programme, students will be able to:

- demonstrate understanding of an inquiry process
- undertake relevant research based upon the inquiry
- propose a digital technologies outcome to the inquiry.

### Duration

This programme of work is expected to take between 6 and 8 weeks. A lot of the learning involves reflecting and critically thinking about gathered information. This will be done both within and outside specified classroom time.

### The big ideas

Through authentic contexts, students will inquire into an issue or opportunity that affects a community and can potentially be solved through a digital technologies outcome.

Students will need to generate a big question that will be broad enough so that they cannot find an answer easily. The inquiry question should be linked to digital technologies.

## Alignment to the New Zealand Curriculum

In authentic contexts and with support, students investigate a specialised digital technologies area (for example, digital media, digital information, electronic environments, user experience design, digital systems) and propose possible solutions to issues they identify.

### *DTHM – Designing and Developing Digital Outcomes: Progress outcome 5*

Students will:

- independently apply an iterative process to design, develop, store and test digital outcomes that enable their solutions, identifying, evaluating, prioritising and responding to relevant social, ethical and end-user considerations
- use information from testing and, with increasing confidence, optimise tools, techniques, procedures and protocols to improve the quality of the outcomes
- apply evaluative processes to ensure that the outcomes are fit-for-purpose and meet end-user requirements.

### *Links to other learning areas*

An open-ended **digital technologies** inquiry could have very wide cross-curricular integration of learning, this inquiry will have very strong links with social sciences. Depending on the determined area of focus, there could also be specialist links, for example:

- **clean water and sanitation** could link with science with chemistry
- **good health and well-being** could link with physical education and health
- **responsible consumption and production** could link with mathematics.
- Depending on the direction the student takes, the inquiry work may link across a range of learning areas. It will be important for the student and teacher to be aware of the **project scope** and that the outcome *must* lead towards a **digital technologies outcome** for the purposes of this programme and assessment.

## *Teaching and learning pedagogy*

It is important for teachers to be aware this is not teaching as inquiry; this programme is student focused inquiry learning.

An inquiry-based approach is driven by students' curiosity about the world around them. It encourages connection, co-operation, and collaboration by allowing students to pose and solve problems together and with their communities in shared, authentic learning experiences.

The meaning of “knowing” has shifted from being able to remember and repeat information to being able to find and use it<sup>1</sup>.

- Pedagogy is defined as “any conscious activity by one person designed to enhance learning in another”.<sup>2</sup> Inquiry pedagogy, therefore, is based around a set of teaching and learning strategies that involve student-centred research and investigation that encourages metacognitive thought processes, discussion and collaboration.

There are multiple models for inquiry learning. The supplementary materials with this programme have resources to support pedagogical approaches to undertaking an inquiry. There are NZ-contextualised resources available at: <http://elearning.tki.org.nz/Teaching/Future-focused-learning/Student-inquiry>).

## **Prior knowledge and place in the learning journey**

Students will need to have some knowledge of:

- digital literacy skills
- carrying out self-evaluation
- reflecting on inquiry practice
- being able to present information in a well-structured, clear and concise format.

<sup>1</sup> National Research Council, 2007

<sup>2</sup> Watkins, C. and Mortimer, P. (1999). “Pedagogy: What do we know?” In P. Mortimer (ed.), *Understanding Pedagogy and Its Impact on Learning*, London: Paul Chapman. Page 3.

## Resources required

This resource is structured to allow students to have agency over their inquiry and the teacher to have some control over the scope of the outcome. While all development goals are available, the teacher can have a wide approach or can select the development goal and provide a much narrower scope. The development goals are so broad that students should still have breadth of opportunity.

The following resources are supplied:

1. [Sustainable Development Goals<sup>3</sup>](#)  
This resource is taken from the UN Sustainable Development Goals
2. [Inquiry-generation form Creating Content – Authentic Contexts](#)  
This resource allows students to identify areas of interest and to create a more targeted area of focus.
3. [Conduct an Inquiry to Propose a Digital Technologies Outcome](#)  
This is a workbook that students can interact with to support their learning throughout the topic.

## How might you adapt this in your classroom?

As part of developing your local curriculum, select a context that supports you to engage with your ākonga and the wider community to identify authentic questions, issues and opportunities that matter to them. Consider the impact that ākonga may have in the wider community by engaging with your chosen context.

### *Example 1: Clean water and sanitation (Sustainable Development Goal)*

Ideas around the Internet of Things and local waterways. How do you: develop electronics to record and capture data? Interpret data to be able to meet the scientific requirements and measurements so it can be analysed against historical data?

### *Example 2: Good health and well-being (Sustainable Development Goal)*

How might we look at developing a range of sports skills with the local primary school? What type of material would be needed to be created to help students run their own training sessions? Is it an online solution that requires video, or a printed solution that is printed on cards that students can work through? Does it have the resources and information needed to support the primary school age level?

## Assessment

AS91890 Conduct an inquiry to propose a digital technologies outcome (6 credits).

<sup>3</sup> <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

# TERM OUTLINE

The table below provides an indication of the suggested progression and indicates a total time of approximately 10 weeks. It will be essential that teachers take into account the confidence and capabilities of their students and adjust accordingly.

The tasks link to the workbook resource, and students are strongly advised to update their assessment schedule (provided here) regularly as they work through their inquiry. The assessment can be fed back and commented on at regular intervals as per their ongoing planning.

Specific learning outcomes (may include what will be covered)	Duration	Learning activities	Resources provided
Assessment process	1 hour	Teachers will work through the assessment process with students and how to use the schedule.	The Assessment Schedule is provided below. Students should be linking to evidence within their inquiry (eg, to their workbook or supporting evidence) within the schedule. Students need to be aware of what assessment criteria they are attempting to meet <a href="#">Link to workbook Schedule</a>
Introduction to inquiry learning	1 hour	Teacher should familiarise students with inquiry expectations.	<a href="#">TKI Student-inquiry resource</a>

Specific learning outcomes (may include what will be covered)	Duration	Learning activities	Resources provided
Establish and meet agreed milestones of the inquiry	Ongoing	<p>Appropriate planning process developed to help students plan for success.</p> <ul style="list-style-type: none"> <li>Students develop a plan that allows for the project to be realised by allowing regular check-in points and time for reflection and evaluation.</li> </ul>	<p>Conduct an Inquiry to Propose a Digital Technologies Outcome <a href="#">workbook</a></p> <p>Part 4: PLAN Your Inquiry (Ongoing, deliberate, with reflective considerations)</p> <p>AND</p> <p>Part 5: PARTICIPATE in Your Inquiry</p> <p>Assessment Schedule: This should be used to update links to evidence in the student inquiry process throughout this inquiry.</p>
Determine an inquiry focus and develop the inquiry question(s)	1 week	<p>Investigate UN Sustainable Development Goals</p> <ul style="list-style-type: none"> <li>Students can discuss different goals, what are they, what do they refer to, how could they be interacted with.</li> </ul>	<a href="#">UN Sustainable Development Goals</a>
Determine an inquiry focus and develop the inquiry question(s)	2 weeks	<p>Students develop and share their breakdowns of the big questions and small questions.</p> <ul style="list-style-type: none"> <li>Students can share in groups, or present the worksheet to an audience.</li> <li>Students transfer findings to workbook (Part 1).</li> </ul>	<p>Inquiry-generation form Creating Content – Authentic Contexts</p> <p><a href="#">Conduct an Inquiry Workbook</a></p> <p>Part 1: The Rules of Inquiry</p>
<p>Undertake research to gather information</p> <p>AND</p> <p>Organise and analyse information</p>	3 weeks	<p>Students investigate a range of sources of information and start to organise and analyse them.</p> <ul style="list-style-type: none"> <li>Students transfer findings to workbook (Part 2).</li> </ul>	<p><a href="#">Conduct an Inquiry workbook</a></p> <p>Part 2: KICKOFF Inquiry – to explore and make sense of information</p>

Specific learning outcomes (may include what will be covered)	Duration	Learning activities	Resources provided
Propose a digital technologies outcome to the inquiry	2 weeks	Students refine their thinking and develop a digital technologies proposal. <ul style="list-style-type: none"> <li>Students transfer findings to Workbook (Part 3).</li> </ul>	<u>Conduct an Inquiry workbook</u> Part 3: PROPOSAL: Proposing Your Digital Technologies Outcome
Summarise the findings of the research in relation to the inquiry question(s) and the proposed outcome	2 weeks	Students summarise their research and findings. <ul style="list-style-type: none"> <li>Students transfer findings to Workbook (Part 3).</li> </ul>	<u>Conduct an Inquiry workbook</u> Part 3: PROPOSAL: Proposing Your Digital Technologies Outcome
<p>MERIT CRITERIA</p> <p>Analyse the implications and perspectives that impact on the proposed outcome</p> <p>AND</p> <p>Discuss the impact of the findings of the research in relation to the inquiry question(s) and the proposed digital technologies outcome</p>	<p>3 weeks</p> <p>This overlaps with the Achieved criteria timewise.</p>	<p>Students analyse the impacts, implications and perspectives on the proposed outcome</p> <p>AND</p> <p>Students discuss the implications of their research findings to the proposed digital technologies outcome.</p>	<u>Conduct an Inquiry workbook</u> Part 6: POINTS OF VIEW, Values and Perspectives
<p>EXCELLENCE CRITERIA</p> <p>Draw insightful conclusions about the findings of the research in relation to the inquiry question(s) and the proposed outcome</p>	<p>3 weeks</p> <p>This overlaps with the Achieved criteria timewise.</p>	Students draw insightful conclusions about the findings of the research in relation to the inquiry question(s) and the proposed digital technologies outcome.	<u>Conduct an Inquiry workbook</u> Part 6: POINTS OF VIEW, values and perspectives

# ASSESSMENT TASK : WE LIVE IN INTERESTING TIMES

Curriculum key concepts	Inquiry process
Achievement standard(s)	AS91890 Conduct an inquiry to propose a digital technologies outcome
NCEA Level	2
Credits	6
Learning time guidance	6–8 weeks
Length guidance if appropriate	<p>Expected outcomes will vary significantly depending on the student-selected inquiry. The workbook provides some guidance as to what needs to be answered, and the assessment schedule allows for students to select where relevant assessment information is and to link directly to it so it can be identified easily.</p> <p>Teachers will need to provide leadership in terms of what is required (eg, lengthwise). The inquiry needs to be robust enough to meet the criteria but does not need to be exhaustive. Students need to complete enough valid research and investigation within their inquiry to be able to propose a digital technologies outcome. They do not need to make the outcome.</p>
Due date	Teacher to insert

## Achievement criteria

Achieved	Merit	Excellence
Conduct an inquiry to propose a digital technologies outcome.	Conduct an in-depth inquiry to propose a digital technologies outcome.	Conduct a comprehensive inquiry to propose a digital technologies outcome.

# ASSESSMENT TASK : WE LIVE IN INTERESTING TIMES

## Introduction

Read the information in the box below.

### Think about this: We live in interesting times.

All of humanity faces big changes – challenges now arguably larger than our species has ever had to face. New Zealand individuals, communities and businesses appear to generally respond to factors that explicitly affect our New Zealand economy or our lifestyles directly (and noticeably).

Our global challenges can be daunting and way, way too big to contemplate. Having a working knowledge of what is going on and a basic understanding of what forces are driving change can be useful when we come to managing our homes, businesses and communities.

The Māori people have a phrase used to describe large disruptive change – Te Ao hurihuri: The world tossing and turning.

### Perspective

Being able to see from a different perspective is an enormous strength for a designer. The word ‘mua’ in Māori means both physically in front of and in the past. The word ‘muri’ means physically behind and the future. These words signal a very different relationship with past and future. So difficult in fact that their impact is hard to describe.

A simple description is that the past is what lies in front of us, the future is behind our backs – perhaps moving forward without losing sight of where we have been or innovating without losing the essence of past strength.

This is precisely our challenge today.

## Your task

You are going to propose a digital technologies outcome from an inquiry that you undertake.

You will be assessed on how well you conduct your digital technologies inquiry. This will include how you have used your findings and drawn insightful conclusions throughout the process, and how these findings have been included in the proposed outcome.

You may work with others to help generate ideas and develop those ideas. However, you will be expected to show your own thinking and evidence of how you discussed and combined ideas together to write and submit your own proposal document.

You will be provided with a workbook that contains a process to guide you through the inquiry, which is linked to the United Nations Sustainability Goals. The process includes:

- deciding on an inquiry focus
- developing an inquiry question(s)
- undertaking research to gather information
- organising and analysing information
- proposing a digital technologies outcome to the inquiry
- summarising the findings of the research
- establishing and meeting agreed milestones for the inquiry
- analysing the implications and perspectives that impact on the proposed outcome
- discussing the impact of the findings of the research in relation to the inquiry question and the proposed outcome
- drawing insightful conclusions about the findings of the research in relation to the inquiry question and the proposed outcome

# ASSESSMENT TASK : WE LIVE IN INTERESTING TIMES

## What you need to think about before you begin this assessment:

Investigate the United Nations Sustainability Goals provided with this resource including links to the website.

*These are the United Nations blueprint goals to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The Goals interconnect and in order to leave no one behind, the United Nations deem it important that we achieve each Goal and target by 2030.*

**You are to develop an inquiry question that has relevance to you and your community that relates to these goals.**

**You are to consider how digital technologies can be used to help contribute to achieving some of these goals.**

Decide on the focus of your inquiry. The scope of your inquiry could have a global, national, or local focus. It could be how the issue is dealt with in your community or your suburb, school or home. The community can be global, national or local. For example, the global village, Aotearoa, your city, suburb, your school or a club, group or organisation within the school.

## What you need to do (follow these steps):

*These steps are outlined in the Conduct an Inquiry to Propose a Digital Technologies Outcome workbook.<sup>4</sup>*

### Decide on your big question

You are to develop an inquiry question that has relevance to you and your community and relates to your inquiry focus. You are to consider how digital technologies can be used to address the inquiry question.

### Decide on key milestones

Establish key milestones for the ongoing cycle of your inquiry and a means for monitoring your progress against these key milestones (for example, using a project management tool such as Trello, diary, stickies, online calendar).

### Start researching your big question

Ensure your big question has a focus on a digital technologies outcome.

1. Some key questions that might help you start your inquiry:
  - What is one of the issues in our community and what can we do about it?
  - How does it impact me and/or the community?
  - Who does it involve? What does it look like? Where is it? What causes it?
  - Why does it happen? How does it happen? What is being or has already been done?
  - What could I do? How can I link this to a digital outcome?

### Research and gather information

2. You are to undertake research and gather information that broadens your understanding of your inquiry focus. You should use a variety of sources such as the internet, library, interviews, surveys, and so on. Be thorough and constantly evaluate your research to ensure that it is relevant and useful to your inquiry.

<sup>4</sup> Teacher note: It is strongly suggested that students set up a folder or drive to store their collected information and research, and then move concise summaries of their findings to the workbook. Students can then link this to the Assessment Schedule when they believe they have met the criteria for the achievement standard

# ASSESSMENT TASK : WE LIVE IN INTERESTING TIMES

## Organise your research

3. You are to organise and analyse this information, and give explanations of any challenges, implications and relevant perspectives (members, stakeholders, media, etc.) and how these may or do impact on the focus of your inquiry.

## Reflection

4. Throughout the inquiry process you should reflect on your findings and how your proposed digital technologies outcome will help. Keep track of your questioning processes and discuss the impact of your findings in relation to the initial inquiry question(s) and the impact that your proposed outcome will have on the situation. You should ensure that you are being concise and that you reference and comment on relevant findings. Your folder may contain a number of research findings and notes, but the Conduct an Inquiry workbook should be where you are summarising your findings. Your Assessment Schedule can have links to both the workbook and your wider learning material. You are able to reflect on your findings in a variety of ways, but you need to ensure that they are captured and can be used as evidence.
5. Write a brief outline of the digital technologies outcome you propose to develop. This can be either a partially developed or a completed outcome.
6. Analyse the implications and perspectives that impact on the proposed outcome. Discuss the impact of the findings in relation to your inquiry question and the proposed outcome. This is the key outcome of the inquiry.

## Present

7. Present your conclusions in relation to your inquiry question and the proposed outcome. Your conclusions should show insight – creative, different and original thinking about your inquiry.

## What you need to hand in:

Submit your final evidence of your digital technologies inquiry through both the Conduct an Inquiry workbook. Be concise: you will be assessed on the quality of your ideas, not the length of your response. Discuss with your teacher how much evidence you need to produce.

## ASSESSMENT SCHEDULE: ACHIEVEMENT STANDARD

As this assessment is contextually open and has a requirement for establishing and meeting agreed milestones of the inquiry, it is difficult to use a traditional assessment schedule.

The provided assessment schedule should be distributed to students, and they should familiarise themselves with what is required in order to meet the standard at different levels of achievement.

Students will build up a significant amount of material as they move through their inquiry process. This assessment resource encourages them to summarise their findings as they progress. Teachers should encourage students to submit their inquiry workbook but to also explain and link to other relevant work that will support the assessor judgments.

As students complete the schedule, teachers can check in and comment on the scheduled milestone review dates. This allows students to have feedback on whether they have met the criteria and also mitigates the workload of marking everything at the end of the assessment.

Final grades will be determined on a holistic judgment of the evidence against the achievement criteria.

Final grades will be determined on a holistic judgment of the evidence against the achievement criteria.

CRITERIA	JUDGMENTS	COMMENTS
deciding on an inquiry focus and developing an inquiry question(s) linked to digital technologies	<p><b>I need to be able to see you investigate an inquiry focus, and then I need to see how the specific questions evolve as the project unfolds.</b></p> <p><b>Decide means</b> make a choice from a number of alternatives.</p> <p><i>resolve, determine, make up one's mind, make a decision, come to a decision, reach a decision, come to a conclusion, reach a conclusion, settle on a plan of action.</i></p> <p><b>Evidence:</b> From Part 1: The Rules of Inquiry and Part 2: KICKOFF Inquiry - to explore and make sense of information.</p> <p>Students should show refinement in question.</p>	
undertaking research to gather information	<p><b>Your ideas and information need to come from real research, I need to see how your research triggers your thinking. No research, no Achieve!</b></p> <p><b>Research means</b> the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.</p> <p><i>investigation, experimentation, testing, exploration, analysis, fact-finding, examination, scrutiny, scrutinisation, probing</i></p> <p><b>Evidence:</b> From Part 2: KICKOFF Inquiry - to explore and make sense of information.</p> <p>Evidence should be from a range of research sources,-primary and secondary.</p>	

CRITERIA	JUDGMENTS	COMMENTS
<p>organising and analysing information</p>	<p><b>You need to have a good range of information; you need to show evidence of analysis. You cannot analysis nothing, or one thing, or weak things ...</b></p> <p><i>Analyse means</i> examine (something) <b>methodically and in detail</b>, typically in order to explain and interpret it.</p> <p>“We need to analyse our results more clearly”: analysis is breaking something apart, looking at its components, zooming in.</p> <p><i>examine, inspect, survey, scan, study, scrutinise, look over, peruse</i></p> <p><b>Evidence:</b> From Part 2: KICKOFF Inquiry – to explore and make sense of information.</p> <p>Students can show what evidence they collected, for example:</p> <ul style="list-style-type: none"> <li>• How did I gather primary and/or secondary data?</li> <li>• How did I make sense of the information I gathered?</li> <li>• Did my contribution help my inquiry during the kick-off stage? (Explain how and/or why?)</li> <li>• What research did I gather?</li> <li>• What did I find from my research?</li> <li>• What do I still need to find out?</li> </ul> <p>This can also come from personal reflection, for example:</p> <ul style="list-style-type: none"> <li>• What were the strengths of my contribution?</li> <li>• What were the weaknesses of my contribution?</li> </ul>	

CRITERIA	JUDGMENTS	COMMENTS
<p>proposing a digital technologies outcome to the inquiry</p>	<p><b>This is where you put forward your idea of what you plan to do and how you plan to solve the problem</b></p> <p><i>Propose means</i> put forward (a plan or suggestion) for consideration by others, intend to do something.</p> <p><i>intend, have the intention, mean, plan, have plans, set out, have in mind/view, resolve, be resolved, aim, purpose, contemplate, think of, aspire, desire, want, wish, expect</i></p> <p><b>Evidence:</b> From Part 3: PROPOSAL: Proposing Your Digital Technologies Outcome</p> <p>Write your proposal. The proposal should contain enough information that you could develop it into a digital technologies outcome. This could include purpose, end-users, scope, requirements and specifications, and the resources needed to create the digital technologies outcome. The summary of the findings needs to relate the research to the inquiry questions and the proposed digital technologies outcome.</p>	
<p>summarising the findings of the research in relation to the inquiry question(s) and the proposed outcome</p>	<p><b>Summarise your findings and provide explanations of how your research will allow you to create your outcome.</b></p> <p><b>Evidence:</b> From Part: PROPOSAL: Proposing your Digital Technologies Outcome.</p>	

CRITERIA	JUDGMENTS	COMMENTS
establishing and meeting agreed milestones of the inquiry	<p><b>Plan out and meet your agreed milestones for the project with your teacher.</b></p> <p><i>Evidence:</i> From Part 4: PLAN Your Inquiry (ongoing, deliberate, with reflective considerations)</p> <p>Provide evidence that the inquiry process is ongoing and completed in stages. Evidence indicates that this process is not undertaken at the last minute or condensed</p>	
analysing the implications and perspectives that impact on the proposed outcome	<p><b>Show evidence of looking at a variety of points of view: what is similar, what is different, how do they relate to your inquiry?</b></p> <p><i>Analyse means</i> examine (something) methodically and in detail, typically in order to explain and interpret it. “We need to analyse our results more clearly”: analysis is breaking something apart, looking at its components, zooming in. <i>examine, inspect, survey, scan, study, scrutinise, look over, peruse</i></p> <p><i>Perspectives means</i> an outlook, one’s point of view or quite simply one’s attitude towards people and things. It’s one’s approach or way of thinking about something.</p> <p><i>Impact means</i> a marked effect or influence or impression.</p> <p><i>Evidence:</i> From Part 2: KICKOFF Inquiry – to explore and make sense of information</p> <p>Evidence can be taken from:</p> <ul style="list-style-type: none"> <li>investigating points of view, values and perspectives</li> <li>asking how did I analyse the accuracy, relevance, reliability, and/or significance of my findings?</li> </ul>	

CRITERIA	JUDGMENTS	COMMENTS
discussing possible future opportunities relating to the inquiry focus and explaining the possible impacts of these opportunities	<p><b>Discuss means</b> giving both sides of the story and concluding with positive or negative.</p> <p><b>Explain means</b> make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts.</p> <p><b>Evidence:</b> From Part 3: PROPOSAL: Proposing Your Digital Technologies Outcome</p> <p>Evidence can be taken from:</p> <ul style="list-style-type: none"> <li>• things to think about</li> <li>• opportunities and impacts</li> </ul>	
drawing insightful conclusions about the findings of the research in relation to the inquiry question(s) and the proposed outcome	<p>An insightful conclusion offers the final findings: the insight you hope to have imparted to your reader and the results of your inquiry.</p> <p>As such, it is important that your conclusion does more than merely summarise the contents of your inquiry process. <b>DO NOT</b> just recap the contents of the entire inquiry, point for point.</p> <p>A really insightful conclusion is more:</p> <ol style="list-style-type: none"> <li>1. Revisit the main points of your inquiry.</li> <li>2. Look again at the question you proposed in your inquiry, whose resolution has been the main objective. That question now needs to be re-invoked and, this time, definitively answered.</li> <li>3. You need to leave your reader with a higher level of insight into your topic,</li> <li>4. Show an understanding of how your specific topic illuminates any larger issues.</li> <li>5. Articulate what it is that has made your inquiry worthy and what its larger implications are <i>Then</i> you have an insightful conclusion. <p><b>Evidence:</b> From Part 5: PARTICIPATE in Your Inquiry and PARTICIPATE: Reflect on your inquiry</p> </li></ol>	