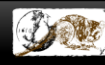




Department of Biodiversity,  
Conservation and Attractions



DIRK HARTOG ISLAND  
RETURN TO 1616

Dirk Hartog Island National Park Return to 1616 Ecological Restoration Project



# Inquiry Project Knowledge Construction

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This project challenges you to be a researcher! Do you feel you have a strong understanding of biodiversity in the Shark Bay region? What would you like to know? Who would you like to share this information with to make a positive impact?





# Return to 1616 Knowledge Construction Project

## Your quest, should you choose to accept...

This project challenges you to be a researcher! It will help you to learn all about the animals being relocated to Dirk Hartog Island and why. It will challenge you to think about what you would like to know. Who could you share your research with to make a positive impact?

Having an opportunity to generate your own questions for a topic can dramatically enrich learning. This project is designed to engage you in a quality process to conduct meaningful research. Just make sure you work closely with your teacher/parents if you need help with difficult research questions. Most importantly, make time at the end to share, celebrate and reflect your learning with others, no matter how big or small.



### Step 1

What do you know about the animals being returned to Dirk Hartog Island? What would you like to know?



### Step 2

Use Information Fluency to lead you through a meaningful research process.



### Step 3

Share and celebrate!



# Return to 1616 Knowledge Construction Project

## Ideas for research

Twelve mammal species and one bird species are being translocated onto Dirk Hartog Island. Many of these species are threatened with extinction and listed on the Australian Government's list of nationally threatened species. Select one of the animal species to research and use the Information Fluency inquiry method to lead you through.



Brush-  
tailed  
mulgara



Banded  
hare-  
wallaby



Boodie



Chuditch



Desert  
mouse



Dibbler



Shark Bay  
bandicoot



Heath  
mouse



Western  
grasswren



Greater  
stick-nest  
rat



Woylie



Shark Bay  
mouse



Rufous  
hare-  
wallaby

## Extension Ideas

These ideas come from the Australian Curriculum, Cross-Curriculum Priorities, Sustainability. Use Information Fluency to help you unpack and research these ideas in relation to the Dirk Hartog Island *Return to 1616* Ecological Restoration Project.

### Systems

- The biosphere is a dynamic system providing conditions that sustain life on Earth.
- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

### World Views

- World views that recognise the dependence of living things on healthy ecosystems, and value diversity, are essential for achieving sustainability.
- World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

### Futures

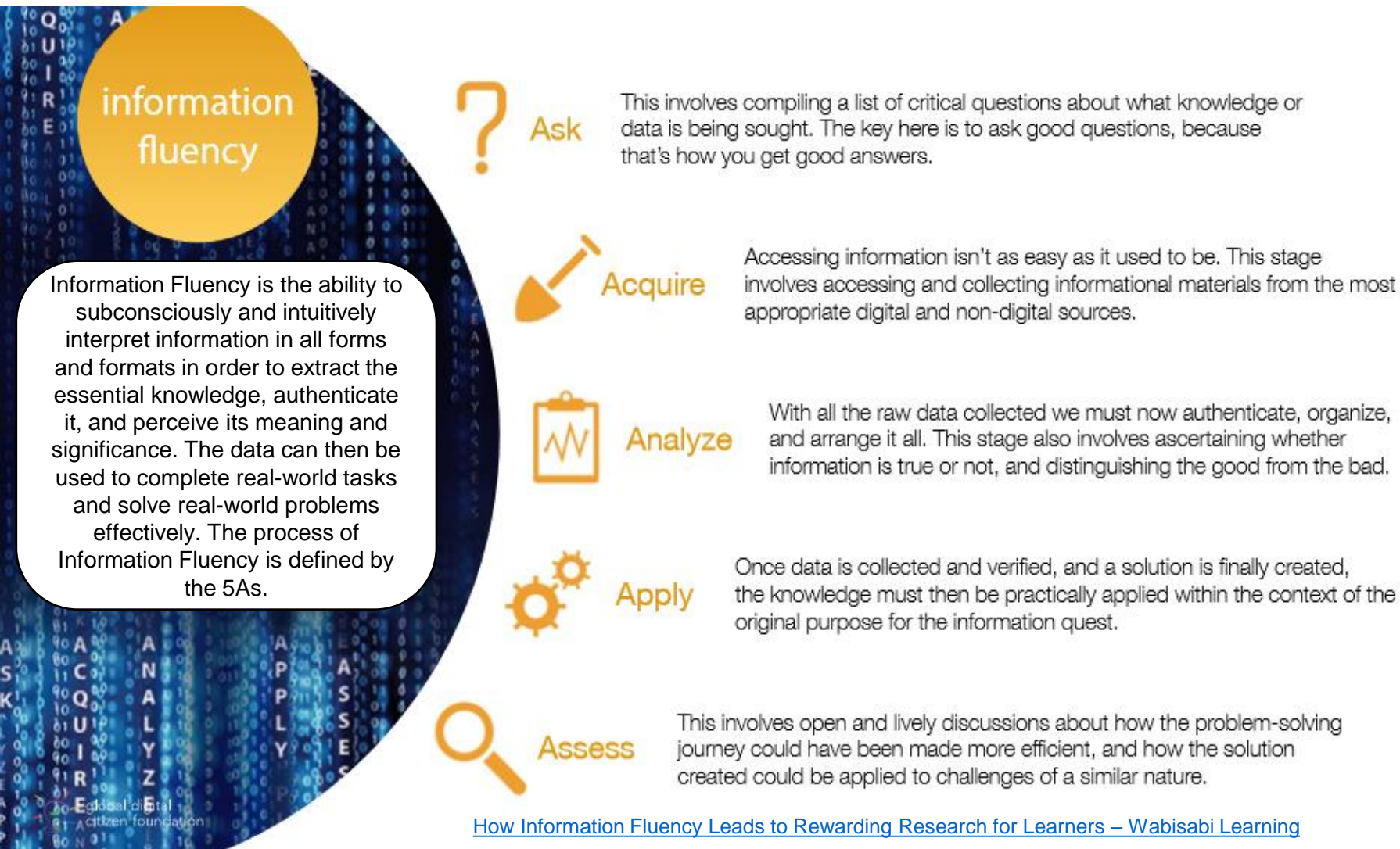
- The sustainability of ecological systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



# Return to 1616 Knowledge Construction Project

## Use Information Fluency to lead the way...

Information Fluency is designed to lead you through an inquiry research process. Use the following pages to capture your learning. Work as a class, small group, individually and/or remotely and complete one or more projects as time permits.



# Return to 1616 Knowledge Construction Project



Ask

This involves compiling a list of critical questions about what knowledge or data is being sought. The key here is to ask good questions, because that's how you get good answers.

**What would you like to know? Generate a list of good questions about one of the animals being returned as part of the Dirk Hartog *Return to 1616* project.**

What would you like to know? Generate a list of good questions about one of the animals being returned as part of the Dirk Hartog *Return to 1616* project.



Brush-tailed mulgara



Banded hare-wallaby



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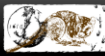
# Return to 1616 Knowledge Construction Project



## Acquire

This stage involves accessing and collecting informational materials from the most appropriate digital and non-digital sources.

How can we find out? Use dot points to record key information from trustworthy sources.



# Knowledge Construction Project



## Analyze

With all the raw data collected we must now authenticate, organise and arrange it. This stage also involves ascertaining whether information is true or not, and distinguish the good from the bad.

Organize the most useful and accurate information here

Heading	Heading	Heading	Heading	Heading
<ul style="list-style-type: none"><li>Key points</li></ul>	<ul style="list-style-type: none"><li>Key points</li></ul>	<ul style="list-style-type: none"><li>Key points</li></ul>	<ul style="list-style-type: none"><li>Key points</li></ul>	<ul style="list-style-type: none"><li>Key points</li></ul>

# Return to 1616 Knowledge Construction Project



Once data is collected and verified, and a solution is finally created, the knowledge must then be practically applied within the context of the original purpose for the information quest.

**Can you put this new information to good use? How will you share your findings to best suit the purpose? Prepare your information for your target audience and share a copy here.**





# Return to 1616 Knowledge Construction Project



This involves open and lively discussions about how the problem-solving journey could have been made more efficient, and how the solution created could be applied to challenges of a similar nature.

**How could you have been more efficient and accurate in your research process? What aspects of the process will you use in your next research project? How did your target audience respond?**

**What was great?**

**Even better if?**