Inquiry Project

Knowledge Construction

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?

GOVERNMENT OF WESTERN AUSTRALIA
Department of Biodiversity, Conservation and Attractions

RETURN TO 1616
DIRK HARTOG ISLAND NATIONAL PARK

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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!

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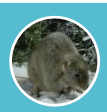
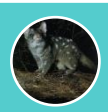
Ideas for research

Animal species from the list below are being translocated into the national park on Dirk Hartog Island. Many of these species are threatened with extinction and listed on the Australian Government's list of nationally threatened species. See the Information hub and select one of the animal species below to research. Use the Information Fluency inquiry method below to lead you through.

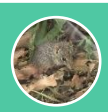

Brush-tailed mulgara


Banded hare-wallaby


Boodie

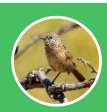

Chuditch


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.

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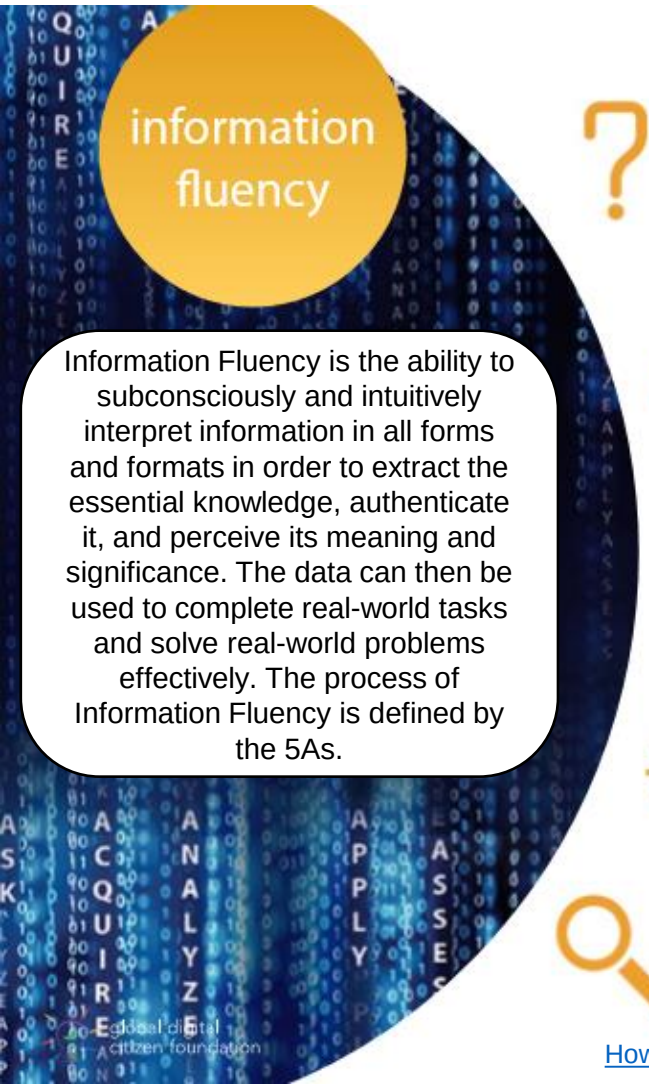
Use Information Fluency to lead the way…

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.



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.

Acquire

Accessing information isn't as easy as it used to be. This stage involves accessing and collecting informational materials from the most appropriate digital and non-digital sources.

Analyze

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

Apply

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.

Assess

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 Information Fluency Leads to Rewarding Research for Learners – Wabisabi Learning

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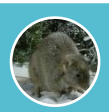
Ask

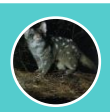
This involves compiling a list of critical questions about what knowledge or data is being sought. The key here is to ask good questions, because that's how you get good answers.

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.

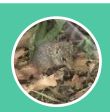

Brush-tailed mulgara


Banded hare-wallaby

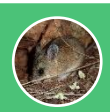

Boodie

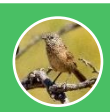

Chuditch

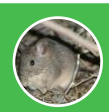

Desert mouse

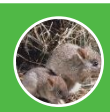

Dibbler


Shark Bay bandicoot


Heath mouse


Western grasswren


Greater stick-nest rat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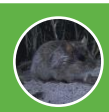
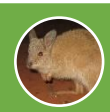

Shark Bay mouse


Rufous hare-wallaby

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This stage involves accessing and collecting informational materials from the most appropriate digital and non-digital sources including the Return to 1616 Information Hub.

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

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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
• Key points	• Key points	• Key points	• Key points	• Key points

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Apply

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.

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Assess

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?