



How do we develop RESEARCH skills within an IB education?

Here at Mark Twain, we start teaching RESEARCH skills in Kindergarten. It goes hand-in-hand with inquiry-based instruction, by which we mean – *capitalizing on children’s innate wondering*. For Kindergarteners, their wondering may not come as a formal well-articulated question – so we catch the wondering and the implicit questions in their conversations and class discussions. At every grade level including 5th grade, we are still teaching and supporting their ability to formulate a question by using the IB PYP’s Key Concepts:

Form – What is it like?

Function – How does it work?

Causation – Why is it as it is?

Connection - How is it linked to other things?

Change - How is it transforming?

Perspective – What are the different points of view?

Responsibility – What are our obligations?

These Key Concepts facilitate a conceptual approach to learning. By identifying and investigating Key Concepts, students learn to think critically about big ideas. The Key Concepts also help students frame or organize their innate wonderings. What is research? - but an organized, structured methodology in place to pursue formulated questions. Here at Mark Twain, we provide kid-friendly structure to their wonderings - which is how we develop RESEARCH skills within an IB education.

Questions? 😊 Kathleen Blakeslee, IB Coordinator, KBLAKESL@houstonisd.org