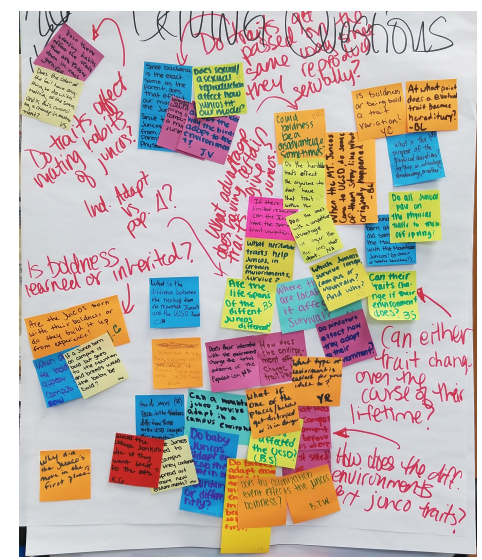
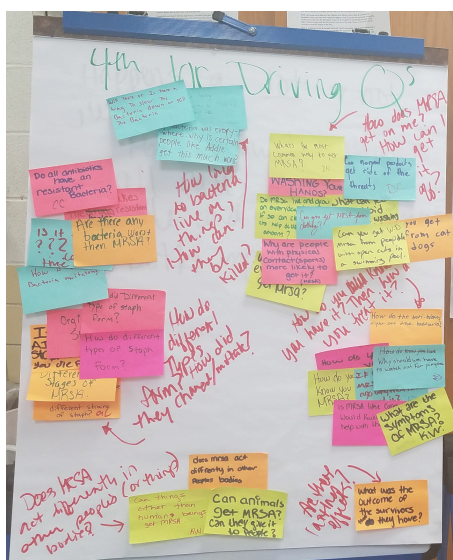
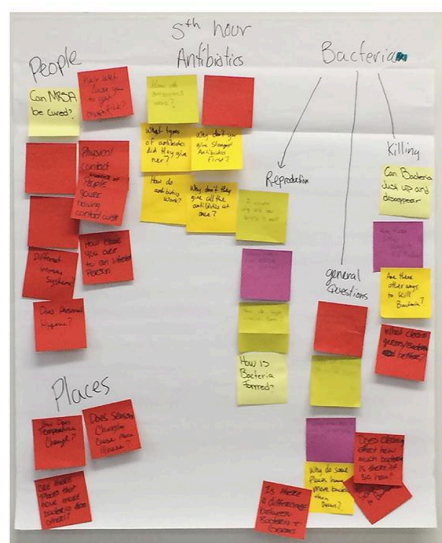


DRIVING QUESTION BOARD (DQB)

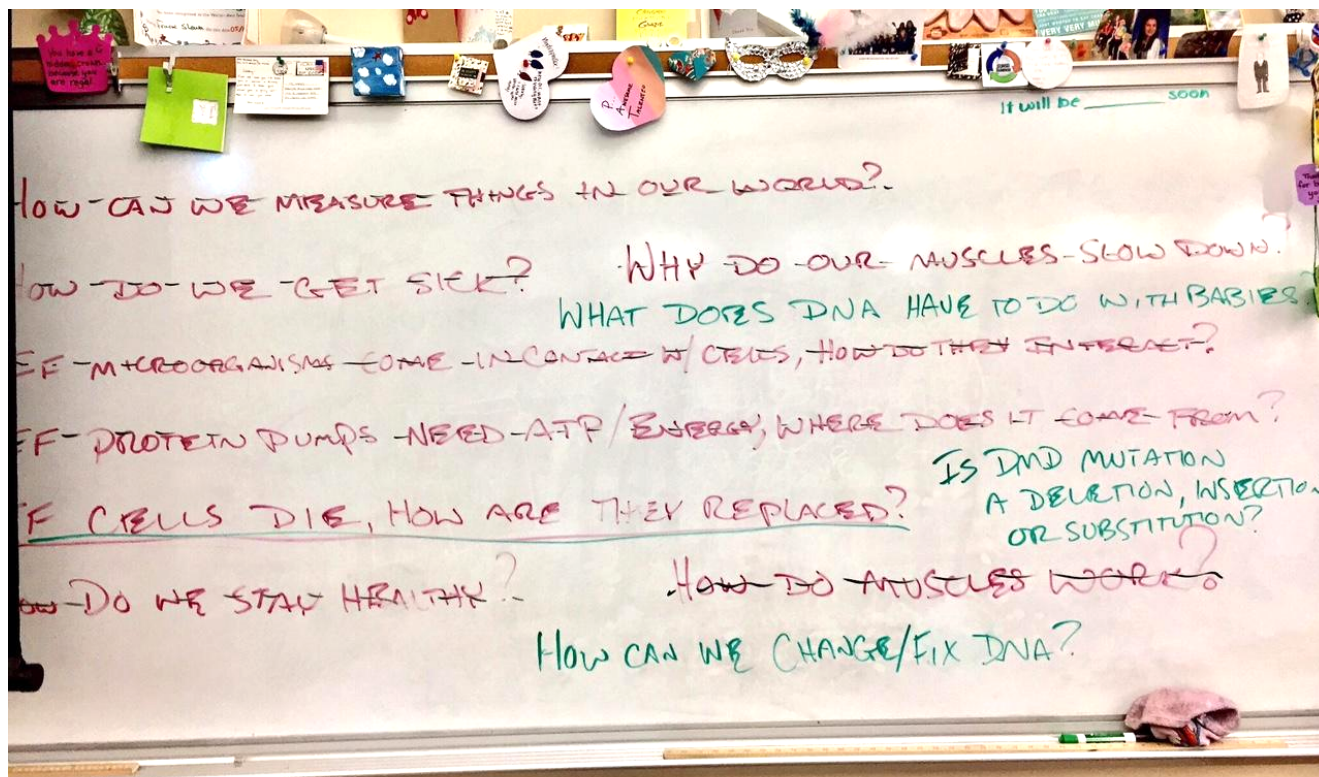
The class makes a joint list of questions and action items to accomplish their mission of figuring out the driving question of the unit. What's unique about three-dimensional learning is the opportunity for students to be involved in the thought process and decision-making about what the class should be figuring out and how the class should be figuring it out. It is important for each student to participate in generating a question to be explored and for those questions to be made public so that the class as a whole retains ownership of those questions. This may take on various forms such as a "Driving Question Board" or a "Notice and Wonder" chart. Similarly, students should be involved in thinking about ways to go about answering one or more of the questions from the class. This early on in the unit, it is not important that the ideas for investigations have a step-by-step procedure; they don't have to be what is considered an "experiment." Rather, the point is that students are identifying actionable ways to figure out answers to their questions. For example, maybe the class thinks a good way to follow up on one of their questions is to look up what experts have to say or gather secondhand data. Also, the goal isn't to come up with the perfect question or solution, anything goes! The questions and next steps that are kept on a public class record should be kept alive! Questions and next steps should be revised, revisited, and checked off as the unit progresses.

Below are examples from the Evolution Unit of the questions that students posted to The Driving Question Board (DQB). The Driving Question Board is an essential tool for developing a sense of joint mission in your classroom learning community for this storyline.

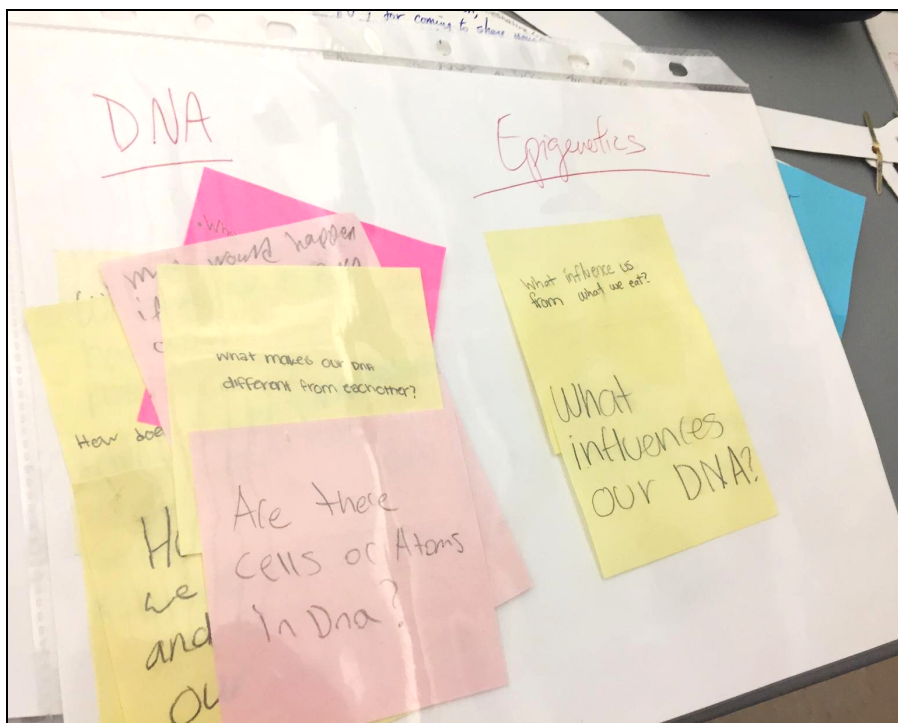
Source: [Inquiry Hub Curriculum Front Matter](#)



Keeping multiple Driving Question Boards active for multiple classes when you have limited wall space can be logistically difficult. One possible solution is shown to the right.



This teacher is using his whiteboard to record students' questions and cross them out with a dashed line as they get answered.



Sorting of students' questions around topics of future study, in-progress