



Unit 1: Natural Intelligence (NI) Prompt Orchestration (Inquiry Design), the glossary introduces learners to the vocabulary of inquiry design. Each definition answers one simple question:

"What role does this play in transforming Wonder into a Refined Inquiry Question (RIQ)?"

Term	Simple Meaning	Role in the Journey	Guiding Question
Wonder	A feeling that something is surprising, incomplete, or unexplained.	The starting point of every meaningful inquiry.	<i>What has captured my attention?</i>
Stimulus	An experience, observation, event, or idea that triggers thinking.	Initiates curiosity and activates inquiry.	<i>What triggered my thinking?</i>
Natural Intelligence (NI)	The learner's own ability to think, question, and reason.	Leads the inquiry before AI is used.	<i>How can I think before I search?</i>
Mentelix	Mindgle's internal inquiry system that organises thinking.	Guides learners through metacognitive inquiry.	<i>How can I organise my thinking?</i>
Natural Intelligence Prompt Orchestration	Systematically prompting your own mind before prompting AI.	Transforms curiosity into purposeful inquiry.	<i>How should I think before I ask AI?</i>
Metacognition	Thinking about and regulating your own thinking.	Helps learners become aware of how they think.	<i>How am I thinking about this?</i>
Schema	A mental framework built from previous	Helps interpret new experiences.	<i>What do I already know about this?</i>



Term	Simple Meaning	Role in the Journey	Guiding Question
	knowledge and experience.		
Transduction	The process by which sensory information is converted into signals the brain can process.	Begins the brain's interpretation of reality.	<i>How does my brain begin making sense of this experience?</i>
Assimilation	Fitting new information into existing schemas.	Expands current understanding without changing it.	<i>Does this fit what I already know?</i>
Accommodation	Changing existing schemas when new information does not fit.	Produces deeper learning by restructuring understanding.	<i>Do I need to rethink what I believed?</i>
Cognitive Disequilibrium	A feeling that existing understanding is no longer sufficient.	Signals that deeper inquiry is needed.	<i>Why doesn't this make sense yet?</i>
Curiosity	The desire to know more.	Motivates exploration.	<i>What do I want to know?</i>
Knowledge Gap	The difference between what is known and what remains unknown.	Gives inquiry its direction.	<i>What don't I yet understand?</i>
Inquiry	A systematic process of investigating a meaningful question.	Transforms curiosity into purposeful learning.	<i>What am I trying to understand?</i>
Inquiry Worthiness	The significance and value of investigating a question.	Helps prioritise meaningful investigations.	<i>Is this worth investigating?</i>
Contradiction	Two observations or ideas that appear to conflict.	Encourages deeper questioning.	<i>Why do these observations disagree?</i>



Term	Simple Meaning	Role in the Journey	Guiding Question
Tension	Competing ideas, values, needs, or explanations.	Reveals complexity within an inquiry.	<i>What competing ideas exist?</i>
Trade-off	A situation where gaining one benefit requires giving up another.	Encourages balanced thinking.	<i>What might be gained or lost?</i>
Stakeholder	A person or group affected by an issue.	Broadens inquiry beyond personal opinion.	<i>Who is affected?</i>
Perspective	A particular way of viewing or interpreting an issue.	Expands understanding through different viewpoints.	<i>Who might see this differently?</i>
Discipline	A field of knowledge with its own concepts and methods.	Brings different lenses to inquiry.	<i>Which subject helps explain this?</i>
Purpose of Inquiry	The reason the inquiry is being conducted.	Determines the direction of investigation.	<i>What am I trying to accomplish?</i>
Researchability	The extent to which a question can be investigated using evidence.	Ensures inquiry can lead to knowledge.	<i>Can this question be investigated?</i>
Focus	Clearly defining the scope of an inquiry.	Prevents vague or overly broad questions.	<i>Exactly what am I investigating?</i>
Scope	The boundaries of an inquiry.	Keeps the investigation manageable.	<i>What will I include and exclude?</i>



Term	Simple Meaning	Role in the Journey	Guiding Question
Refinement	Improving a question by making it clearer and more purposeful.	Produces a stronger inquiry.	<i>How can I improve this question?</i>
Refined Inquiry Question (RIQ)	A clear, focused, purposeful, and researchable question.	The final outcome of Unit 1 and the starting point of Unit 2.	<i>What exactly am I trying to understand?</i>
Inquiry Design	Deliberately constructing a meaningful investigation before searching for answers.	Serves as the blueprint for knowledge construction.	<i>How should I design my investigation?</i>
Constructivism	The idea that learners actively build their own understanding.	Explains why inquiry begins with the learner.	<i>How do I construct meaning?</i>
Interpretivism	The view that reality can be understood differently by different people.	Encourages multiple perspectives.	<i>Can this be understood differently?</i>
Inquiry-Based Learning	Learning driven by meaningful questions and investigation.	Places inquiry at the centre of learning.	<i>How can questions drive my learning?</i>
Heutagogy	Self-determined learning where learners take responsibility for their own learning.	Develops learner agency and ownership.	<i>How can I direct my own learning?</i>
Question Formulation	The process of generating and improving questions.	Helps transform curiosity into inquiry.	<i>How can I ask a better question?</i>
Reflection	Thinking about how your understanding has changed.	Helps learners monitor the	<i>How has my thinking changed?</i>



Term

Simple Meaning

Role in the Journey Guiding Question

evolution of their
inquiry.