

Purpose of this document

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This document is designed to help learners understand **how inquiry develops inside their own minds**, not just what answers they find. Through the **Inquiry DNA Mapping Chamber**, learners make their thinking visible by tracing how curiosity, assumptions, emotions, perspectives, systems thinking, evidence awareness, ethics, uncertainty, and reflection interact to shape an inquiry. Rather than jumping to quick answers, they learn to pause, question their own thinking, recognise biases, explore multiple perspectives, and refine their original question into a deeper, more purposeful **Mindgleian Research Question**. The goal is to strengthen self-awareness, critical thinking, and metacognition so that learners become thoughtful, reflective, and responsible **Mindgleian Inquirers** who know not only **what they think**, but **how and why they think the way they do**.

Enter the Inquiry DNA Mapping Chamber

Choose a real-world issue, curiosity, observation, contradiction, or problem that genuinely interests you. Step into the Inquiry DNA Mapping Chamber and explore how your own inquiry mind works by tracing the interplay of curiosity, assumptions, emotions, perspectives, systems thinking, ethics, evidence awareness, and reflection as your initial question gradually evolves into a deeper, more meaningful Mindgleian Research Question.

The Inquiry DNA Mapping Chamber

The Inquiry DNA Mapping Chamber is a reflective thinking space where you visually map the evolution of your inquiry. Begin with your Original Raw Question at the centre and create interconnected DNA zones that show how different strands of your Cognitive DNA shaped, refined, and strengthened your inquiry into a purposeful Mindgleian Research Question.

Example: Why Do So Many Students Feel Stressed Before Exams?

Original Raw Question

Why do exams make students so stressed?

1. Curiosity Trigger Zone

One day, I noticed that a classmate cried before a mathematics test. Another friend couldn't sleep the night before the exam, and even I felt nervous despite being prepared. This made me wonder why exams affect students so differently.

My Prompts

- Why do exams make people feel this way?
- Why do some students panic while others remain calm?
- Is stress always a bad thing?

2. Assumption Exposure Zone

At first, I assumed that students feel stressed only because they have not studied enough, that high-performing students never feel anxious, and that exams alone cause stress. Then I realised these were assumptions rather than facts.

My Prompts

- How do I know these assumptions are true?
- Could there be other reasons?
- Am I reaching conclusions without enough evidence?

3. Perspective Expansion Zone

Initially, I thought only about students. As I reflected further, I realised that parents, teachers, school counsellors, students with learning differences, and those facing challenges at home may all experience or understand exam stress differently.

My Prompts

- How might teachers explain exam stress?
- What concerns might parents have?
- Does every student experience exams in the same way?

4. Emotional Activation Zone

As my inquiry developed, I noticed my own emotions changing. I felt curious, confused, empathetic, and hopeful. Instead of blaming students, I genuinely wanted to understand what they were going through.

My Prompts

- What emotions am I experiencing?
- Are my emotions influencing my thinking?
- Can empathy help me ask better questions?

5. Systems Web Zone

I realised that exam stress is not caused by one factor alone. It is connected to assessment practices, parental expectations, peer comparison, social media, sleep, mental health, tuition, and time management. All these factors influence one another.

My Prompts

- What factors are connected?
- How does one factor affect another?
- Is this an individual problem or part of a larger system?

6. Evidence Consciousness Zone

I decided not to rely only on opinions or social media posts. Instead, I wanted evidence from research studies, school surveys, counsellors, psychologists, and students' own experiences.

My Prompts

- What evidence can I trust?
- Is this an opinion or evidence?
- What evidence challenges my current thinking?

7. Ethical Reflection Zone

I realised it would be unfair to blame students without understanding their circumstances. Some may face anxiety, family pressures, learning difficulties, or other challenges that are not immediately visible. My inquiry should be respectful and fair to everyone involved.

My Prompts

- Could my conclusions unfairly judge someone?
- Am I being respectful and fair?

- How can I investigate this responsibly?

8. Persistence and Uncertainty Zone

As I explored further, I discovered that the answer was not simple. Some research suggested that stress reduces performance, while other studies showed that moderate stress can improve focus and motivation. Instead of choosing the easiest answer, I decided to continue investigating.

My Prompts

- Why do different sources disagree?
- What evidence am I still missing?
- Should I continue exploring before reaching a conclusion?

9. Inquiry Evolution Zone

Original Question

Why do exams make students so stressed?

Refined Mindgleian Inquiry Question

To what extent is exam stress influenced by assessment practices, parental expectations, peer comparison, and students' own beliefs about success?

Through reflection, my question became more focused, evidence-based, systems-aware, and open to multiple perspectives rather than looking for one simple answer.

10. Mindgleian Identity Reflection Zone

This journey helped me understand how I think. I realised that I often make assumptions too quickly and usually begin by seeing issues only from my own perspective. As my inquiry developed, I became more patient, more open to different viewpoints, and more willing to change my thinking when new evidence emerged. I also discovered that real-world problems are usually more interconnected than they first appear.

My Prompts

- Which Cognitive DNA strands helped me most?
- Which strand do I need to strengthen?
- How has this inquiry changed the way I think?

