The Critical Inquiry Process:
(expanded version)

Steps:

1. **Identify the critical inquiry question (CIQ) to be resolved:**
   a. Definition: *CIQs are questions that require students to do critical inquiry in order to form a reasoned judgment based on a critical evaluation of relevant reasons.* (Bailin and Battersby, 2010)
   b. *Guiding questions for teacher:*
      i. What is the issue to be explored?
      ii. How can I translate that issue into a critical inquiry question (hereafter: **CIQ**)?
      iii. What are some relevant related questions that will help my students address that **CIQ**?
         1. For explicit instruction on crafting critical inquiry questions, see:
         http://www.learnalberta.ca/content/ssocirm/pdf/emb eddingcriticalthinkingintoteachingandlearning.pdf
            a. (pages 3-6)
   c. **Teacher note:*
      i. While the teacher prepares critical inquiry and related questions beforehand, it is best to brainstorm them with the entire class.
      ii. Important planning note: within the unit, each individual lesson's focus is a *related question* the students answer in order to address the **CIQ**.

2. **Generate working resolutions and arguments:**
   a. *Guiding questions for teacher:*
      i. What are my students' working resolutions to the **CIQ** *at this time?*
         1. Students identify their:
            a. working resolutions, and
            b. two or three supporting reasons (premises)
               i. **argument mapping** will help students complete this task:
               http://www.jostwald.com/ArgumentMap ping/ARGUMENT%20MAPPING.pdf
   b. **Teacher note:*
      i. Formative assessment opportunity: after the brainstorming session, students individually complete their argument maps, and hand them in at the end of class.
         1. This offers the teacher a way of seeing whether or not the students have constructed an actual argument; one with a conclusion and supporting reasons (premises).

    ii. At this point, the teacher should do explicit instruction in basic argument identification.

3. **Identify learning needs:**
   a. *Guiding questions for teacher:*
      i. What information do my students need to address the unit's **CIQ** and its related questions?
      ii. Where might my students find that information?
         1. Textbooks
         2. Library
         3. Internet
         4. People
      iii. How can I help my students best organize that information?
         1. Note-taking templates
         2. Retrieval charts
         3. Concept maps
   b. *Teacher note:*
      i. All class materials need to be prepared beforehand.
      ii. Also, as formative assessment, the teacher should take in a sample of retrieval charts and concept maps to ensure students are on the right track, especially at the beginning and mid-point of the unit.

4. **Identify relevant new knowledge:**
   a. *Guiding questions for teacher:*
      i. What did my students learn that could help them resolve the CIQ?
         1. Ask students to refer to information recorded on retrieval charts and note-taking templates.
   b. *Teacher note:*
      i. Again, while the teacher prepares the relevant information beforehand, it is best to have students share the information they've retrieved in a large group discussion.
      ii. Any relevant information not shared in that discussion should be provided by the teacher.

5. **Re-visit CIQ and working resolution with new knowledge:**
   a. *Guiding questions for teacher:*
      i. How does this new information impact my students' working resolution to the **CIQ**?
         1. Herein, students apply new knowledge to:
            a. working resolution to the CIQ
            b. supporting reasons for that working resolution (premises)
      ii. Have my students' re-constructed argument maps based on new knowledge?

    a. Students should be revising their earlier working resolutions to the CIQ.

  b. *Teacher note*:
    i. As a formative assessment opportunity, the teacher takes in revised argument maps to ensure students are making apt revisions.
    ii. At this stage, the teacher should *do explicit instruction in argument identification and assessment* (validity, soundness and basic formal and informal fallacies)
      1. See: http://www.wwnorton.com/college/phil/logic3/ch5/
    iii. Note: explicit use of intellectual standards is useful when helping students revise their argument maps.
      1. See: http://www.criticalthinking.org/pages/universal-intellectual-standards/527

6. **Students translate their revised argument maps into text-based formats:**
  a. *Guiding questions for teacher:*
    i. What written products do I want my students producing in order to communicate their working resolutions to the **CIQ?**
      1. For example: 5 paragraph essay, position paper, blog, Op-Ed piece in a newspaper, etc.
  b. **Teacher note*:
    i. Teachers should take in students' argument maps along with their text-based assignments.

7. **Communicate ideas to others:**
  a. *Guiding questions for teacher:*
    i. How can my students show others those written products?
      1. Examples:
        a. Class presentation
        b. Poster session
        c. Small-group sharing sessions
        d. Blog activity

8. **Individually and collectively brainstorm related issues needing further critical inquiry:**
  a. *Guiding questions for teacher:*
    i. What further issues need to be resolved?
    ii. How might my students go about resolving them?
    iii. What further questions need to be raised and answered?
  b. **Teacher Note*:

i. The teacher brainstorms questions and issues with the entire class but should prepare a list of related questions and issues beforehand.

The Critical inquiry process
(synopsis)

Steps:

1. **Identify the critical inquiry question (CIQ) to be resolved**
   a. Teacher translates issue into CIQ.
   b. Teacher introduces CIQ to students, gives important background information, and organizes activities exploring meaning and relevance of CIQ.

2. **Generate working resolutions and arguments**
   a. Students identify initial answer to CIQ
      i. Herein, teacher gets students to identify their working resolutions to CIQ, and expand them into arguments using reasoning maps.

3. **Identify learning needs**
   a. Teacher and class identify knowledge needed to address CIQ.

4. **Identify relevant new knowledge**
   a. Students explore relevant learning resources:
      i. Viewing activities, reading materials, large and small group discussions, etc.

5. **Re-visit working resolution with new knowledge**
   a. Students apply new learning to their argument developed in Step 2.
      i. Herein, students revise their reasoning maps.

6. **Students translate their revised argument maps into text-based formats**
   a. Students write 5-paragraph essays, position papers, etc.

7. **Communicate ideas to others**
   a. Students present arguments in some public manner.

8. **Individually and collectively brainstorm related issues needing further critical inquiry**
   a. Students brainstorm further issues need to be addressed, and how the class might go about doing that.