

### **Inquiry Process Questions**

Students should reflect throughout their inquiry experience in order to self-regulate their progress through this recursive process (see the following excerpt from the New York City *Information Fluency Continuum*).

<b>INQUIRY PHASE: CONNECT</b>
<p><i>At the beginning of the Connect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What interests me about this idea or topic?</li> <li>➤ What do I already know or think I know about this topic?</li> <li>➤ What background information would help me get an overview of my topic?</li> </ul>
<p><i>Before moving to the Wonder Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Do I know enough about the idea or topic to ask good questions?</li> <li>➤ Am I interested enough in the idea or topic to investigate it?</li> </ul>
<b>INQUIRY PHASE: WONDER</b>
<p><i>At the beginning of the Wonder Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What intriguing questions do I have about the topic or idea?</li> <li>➤ Why am I doing this research?</li> <li>➤ What do I expect to find?</li> </ul>
<p><i>Before moving to the Investigate Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Can my question(s) be answered through investigation?</li> <li>➤ Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?</li> </ul>
<b>INQUIRY PHASE: INVESTIGATE</b>
<p><i>At the beginning of the Investigate Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What are all of the sources that might be used?</li> <li>➤ Which sources will be most useful and valuable?</li> <li>➤ How do I locate these sources?</li> <li>➤ How do I find the information within each source?</li> <li>➤ How do I evaluate the information that I find?</li> </ul>
<p><i>Before moving to the Construct Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Have I located sources with diverse perspectives?</li> <li>➤ Have I found enough accurate information to answer all my questions?</li> <li>➤ Have I discovered information gaps and filled them with more research?</li> <li>➤ Have I begun to identify relationships and patterns and thoughtfully reacted to</li> </ul>

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the information I found?

### INQUIRY PHASE: CONSTRUCT

*At the beginning of the Construct Phase, a student may ask:*

- Have any main ideas emerged from the research?
- Did I find enough evidence to form an opinion or support my thesis?
- What organizational patterns or tools will help me make sense of my information?

*Before moving to the Express Phase, a student may ask:*

- Have I drawn conclusions that are supported by the evidence?
- Have I organized my conclusions and evidence to present them effectively?

### INQUIRY PHASE: EXPRESS

*At the beginning of the Express Phase, a student may ask:*

- What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?
- What technology will help me create a product or presentation?
- How will I get help to revise and edit my product?

*Before moving to the Reflect Phase, a student may ask:*

- Have I organized the product/presentation to make my major points and present convincing evidence?
- Does my product/presentation fulfill all the requirements of the assignment?

### INQUIRY PHASE: REFLECT

*At the beginning of the Reflect Phase, a student may ask:*

- Is my product/presentation as effective as I can make it?
- How well did my inquiry process go?
- How can I get feedback on my final product to use in my next inquiry project?

*Before moving to another assignment or personal inquiry, a student may ask:*

- What new understandings did I develop about the topic or idea?
- What did I learn about inquiry?
- What new questions do I now want to answer about the topic or idea?

## Refining Research Questions

Topic:

List 3-5 research questions for your topic:

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Use the checklist below to evaluate your range of questions. Do your questions as a group satisfy the following criteria?

<b>CRITERIA FOR GOOD RESEARCH QUESTIONS:</b>	<b>YES</b>	<b>NO</b>
<b>Narrow</b> and <b>specific</b> enough to be explored thoroughly for this assignment. <i>[ex: What was the role of the French Underground during World War II?]</i>		
<b>Deep</b> enough that you will need multiple sources to answer them. <i>[ex: What is the impact of cyberbullying on society?]</i>		
<b>Complex</b> enough that they require multiple points of view. <i>[ex: How do attitudes toward gun control influence public policy?]</i>		
<b>Balanced</b> between fact and interpretation – questions require factual evidence and yet offer the opportunity for interpreting the evidence, forming opinions, and drawing conclusions. <i>[ex: Why should we care about global warming?]</i>		
<b>Structured</b> around different levels of thought (not only who, what, when, where questions, but also how, why, what caused, and what if questions). <i>[What were the circumstances surrounding the Emancipation Proclamation? How did the Emancipation Proclamation affect the country and people of the time?]</i>		
<b>Varied</b> enough to elicit the richness of the topic. <i>[ex: Questions that ask causes, effects, recommendations, solutions, points of view]</i>		

Revise your questions so that your group of questions together satisfies each of the criteria.

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### RESEARCH / NOTE-TAKING WORKSHEET

1. Complete a separate worksheet for **each** source you are using.
2. **CITATIONS:** Identify the type of source you are using. Fill in the needed information for this source. When typing your paper, enter this information on the website [www.bibme.com](http://www.bibme.com).

 **Print Book:**

Author	
Title	
Edition	
Publication City	
Publishing Company	
Year	
Page #	

**Online Database:**

Author	
Title of Article	
Title of Publication	
Date Published	
Page #	
Name of Database	
Date Accessed	

**Images or Video**

Title of Image	
Web Page Title	
Date Retrieved	
URL	

**Internet Web Site:**

Author	
Title of Web Page	
Title of Web Site	
Date Published	
Publishing Organization	
Date Retrieved	

URL:

Add URL only when the reader probably cannot locate the source without it (Include *http://*)

3. **TAKE NOTES:** Write the information that you will put in your paper from this research source
- To do this, you will use one of three methods: **summarize, paraphrase, or quote the information**
    - **Summarize:** To give a shortened version of something that has been said or written. You are stating just the main points, not the details.
    - **Paraphrase:** Similar to summarizing, but you are restating the ideas from a specific passage/section rather than summarizing the entire text (includes more details).
    - **Quote:** To repeat or copy the exact words spoken or written by somebody.

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**Reflective Notetaking**

Question:		
Source/Pg	Notes in Own Words - Answers to Question	Reactions (Questions, Opinions, Responses, Gaps, Inaccuracies)

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Notetaking to Answer Questions

Topic:	Key Question:	Key Question:	Key Question:
Resource:	Evidence:	Evidence:	Evidence:
Evaluation of Evidence:			

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Class \_\_\_\_\_

**Notes on Main Ideas and Supporting Evidence**

<b>Key Question/Topic</b> <i>Write down your topic sentence and/or question you are attempting to find information to answer/prove</i>	<b>Citation Information for Source</b> <i>Write down the information you will need to write a bibliographic citation for your source</i> <a href="http://www.citationmachine.net">www.citationmachine.net</a>	<b>Main Idea of Source</b> <i>What is the main idea from your source? How does it relate to your key question/topic?</i>	<b>Supporting Evidence/Details</b> <i>What evidence is offered to back up the main ideas?</i>	<b>Notes for Followup in Other Sources</b> <i>What questions are raised or left unanswered? What conflicts in supporting evidence did you find?</i>



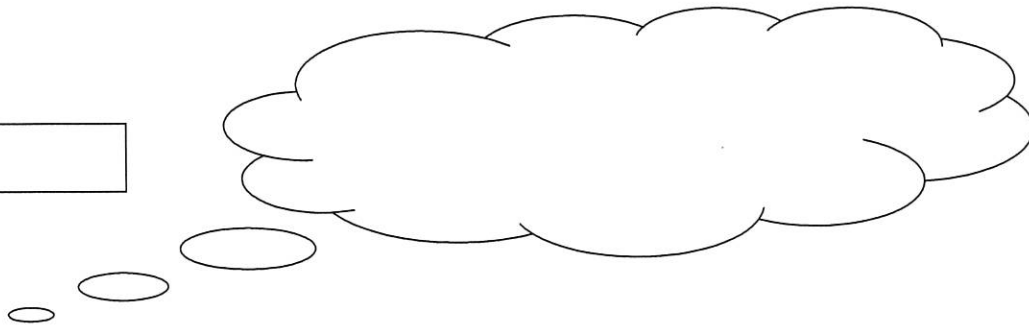
### Learning Logs for Reflective Notetaking

<b>Notes</b>	<b>Reactions</b>
<p>Learning logs can be used any time you are responsible for writing down information (from library sources, interviews, lecture notes).</p> <p>Write notes in your own words in the left column and react to those notes in the right column.</p> <p>The purpose of a learning log is to help you learn to challenge ideas in the text and interact mentally and emotionally with your notes. You will learn more while you are taking notes by confronting and questioning the ideas that you read or hear.</p>	<p>Reactions can include:</p> <ul style="list-style-type: none"> <li>• <b>Personal comments</b> or feelings about the information (<i>I think companies that dump toxic waste should be heavily fined</i>);</li> <li>• <b>Challenges to the text</b> (<i>This seems to be heavily biased toward the perspective of the industrial companies</i>);</li> <li>• <b>Questions of the text</b> (<i>Why doesn't the author provide believable evidence to back up his opinions</i>);</li> <li>• <b>Questions for further research</b> (<i>What are the laws on toxic-waste dumping?</i>);</li> <li>• <b>Notes about organization</b> (<i>Use this in intro</i>);</li> <li>• <b>Connections to previous knowledge</b> (<i>Toxic-waste dumping is worse than oil spills because it's intentional</i>).</li> </ul>

<b>Question:</b>	
<b>Notes</b>	<b>Reactions</b>

## Communicating Ideas to an Audience

My idea →



Who is the audience?

Evidence that this audience will find *interesting*:

Evidence that this audience will find *important*:

Evidence that is *vital* to convince this audience to accept my idea:

The format and length that will be most effective for this audience: Why?

Special features I should include (e.g., sound, visuals, charts, oral presentation):