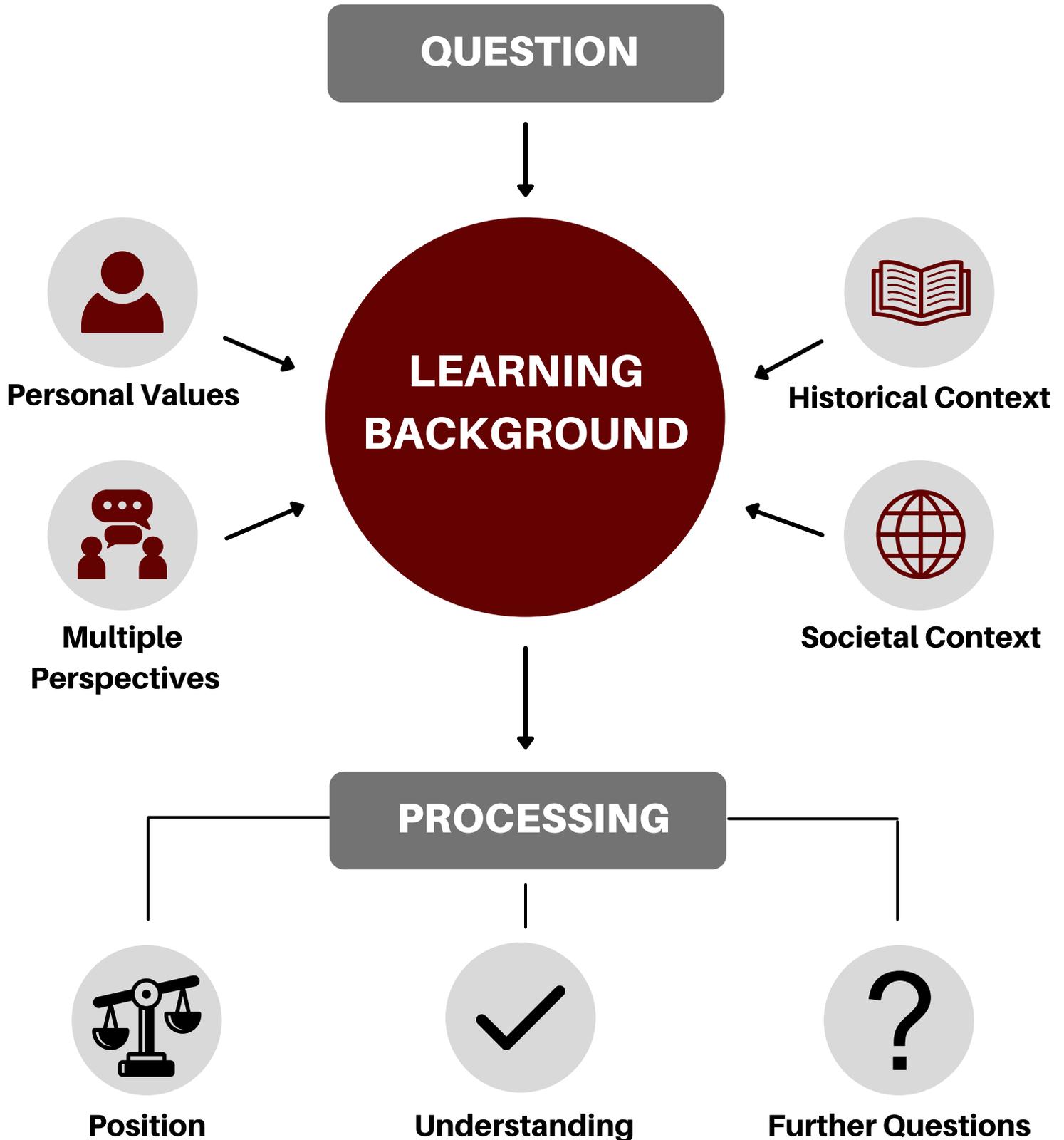




Curricular Inquiry Process





Curricular Inquiry Process

Question

Being able to recognize the issues and frame the question(s).

Learning Background

Many elements comprise the learning background that goes into decision-making.

Personal Values: What are the values brought by the students themselves, based on family values, religious values, cultural values, etc.? Because values differ for each student, each student will bring their own perspectives and ideas into the process.

Historical Context: What has already happened in the world related to this topic? What events, decisions, viewpoints, perspectives are already part of our history with respect to the question? Historical context must represent multiple perspectives.

Societal Context: Who holds the power when considering this question? Which individuals and groups have taken positions on this topic? What is the motivation behind taking that position? When answering the question, do individuals divide along political lines? Who stands to gain or lose by a particular outcome?

Multiple Perspectives: Have various viewpoints representative of different identities and experiences actively been sought out and considered? What viewpoints are missing?

Processing

Using frameworks such as critical and creative thinking, mindful inquiry, and collaborative discussion, students actively and skillfully conceptualize, apply, analyze, and evaluate all facets of the learning background.

Position

Students develop a belief, a stance, or an action in relation to the question.

Understanding

Students have not developed a position in relation to the question but have developed deeper learning and perspective.

Further Questions

As a result of processing, students have generated more lines of inquiry for research and discussion.