Table 1.1 Current Understanding of Inquiry-guided Learning

Stages of inquiry	*Critical thinking*	*Kolb's learning cycle*	*Teaching strategies*	*Continuum of support*	*Selected methods of assessment*
Content	Knowledge Comprehension		Various (see below)	✓ Various (see below)	Quizzes, exams Outlines Concept maps Briefing (paper) (Mini-) Papers, reports Oral presentations (Annotated) Bibliography
Develop question Design/frame experiment/ study Select raw data [Define/represent problem] ↓	Synthesis	Active Experimentation ↓	Laboratories Direct observation Primary text reading Simulations/games Field work Problems Case studies Service learning Problem-based learning Project (e.g., design) Performance Internships	✓ Question/problem provided ✓ Readings selected ✓ Parameters provided ✓ Site selected ✓ Guiding questions provided ✓ Prompts provided ✓ Heuristic provided ✓ Modeling ✓ Coaching	Research proposal Study design/plan Problem statement Develop question/ hypothesis Chart, diagram, flowchart
Observe Record [Explore, generate strategies] ↓		Concrete Experience ↓	See above [Role play]	✓ Questions provided ✓ Worksheet provided ✓ Guidelines provided	Log Lab/field notes Observation lists Idea lists Tables, charts Alternative drafts/solutions
Organize Analyze [Analyze alternative strategies] ↓	Analysis	Reflective Observation ↓	Logs/journals Other writing assignments Discussion Brainstorming [Debate/panel]	✓ Questions provided ✓ Format provided ✓ Articulation	Charts, tables, diagrams, flowcharts (Mini-) Papers Memo Taxonomy/set of categories Journal
Interpret Evaluate [Select strategy] ↓	Synthesis Evaluation	Abstract Conceptualization ↓	Lecture Readings Films/videotapes Concept maps Demonstrations	✓ Outlines ✓ Note-taking guidelines ✓ Concept maps ✓ Guiding questions	Briefing paper Abstract (Mini-) Paper Statement of assumptions Performance (e.g., clinical, artistic) Reflective journal Case analysis Diagnosis Regulation, law, rule Plan (e.g., nursing, construction)

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