

# Inquiry Scaffold

## Students' Autonomy when Researching

	Level I Inquiry Guided Inquiry	Level II Inquiry Structured Inquiry	Level III Inquiry Open-Ended Inquiry	Level IV Inquiry Independent Inquiry	
	Students engage closed inquiry with high degree of structure and/or guidance/facilitation from faculty	Students engage closed or open inquiry with moderate degree of structure from faculty	Students initiate open inquiry under guidance of instructor	Students, under the guidance of an instructor, determine guidelines for researching that are in accord with discipline or context	
<b>F</b> <b>a</b> <b>c</b> <b>e</b> <b>t</b> <b>s</b>  <b>O</b> <b>f</b>  <b>I</b> <b>n</b> <b>q</b> <b>u</b> <b>i</b> <b>r</b> <b>y</b>	<b>FRAMING</b> <i>What is our purpose?</i>	Students respond to a closed or open inquiry posed by the faculty. Students choose from several provided structures to clarify questions, terms, requirements, and expectations.	Students generate focused and manageable questions /aims/ hypotheses relevant to topic and grounded in understanding of existing knowledge.	Students generate creative, focused and manageable questions /aims/ hypotheses that address significant issues in the field and are grounded in thorough understanding of existing knowledge.	
	<b>METHODOLOGY</b> <i>What do we need? How will we get it?</i>	Students collect & record appropriate information/data using methodology or theoretical framework provided by faculty.	Students collect & record appropriate information/data from self-selected sources using one of several provided methodologies or theoretical frameworks provided by the faculty.	Students collect & record information/ data choosing a methodology or theoretical framework appropriate to the discipline.	Students collect and record information/ data from self-selected sources, choosing or developing an appropriate methodology or theoretical framework that may draw from other disciplines.
	<b>EVALUATION</b> <i>What do we trust?</i>	Students use a set of criteria provided by the faculty to identify patterns, similarities, or differences related to the topic. Students reflect on the research process and recognize limitations.	Students use a set of criteria relevant to the topic to identify patterns, similarities, or differences. Students reflect on their own research process and present relevant limitations.	Students use self-selected criteria relevant to the inquiry to organize evidence to reveal important patterns, differences, or similarities. Students reflect to refine the research process and discuss relevant limitations.	Students employ self-generated criteria to reveal insightful patterns, similarities, or differences related to topic. Students reflect insightfully to renew the research process and discuss relevant limitations.
	<b>SYNTHESIS</b> <i>What does it mean?</i>	Students synthesize information/ data to reach a conclusion that arises from and respond specifically to the inquiry findings. Students ask emergent, relevant, & researchable questions and recognize implications.	Students synthesize information/data & synthesize to reach conclusions that arise from and respond to the inquiry findings. Students ask rigorous, researchable questions based on new understandings and present implications.	Students synthesize information/data to reach a conclusion that is a logical extrapolation from the inquiry findings. Students fill knowledge gaps that are stated by others and discuss relevant implications.	Students synthesize information/data to generalize or abstract knowledge from the inquiry findings. Students address gaps in understanding and relevant implications.
	<b>DISSEMINATION</b> <i>How will we relate?</i>	Students use genre prescribed by faculty to develop & demonstrate understanding to a pre-specified audience.	Students use some discipline-specific language & prescribed genre to demonstrate understanding from a stated perspective & for a specified audience.	Students use discipline-specific language & genres to demonstrate scholarly understanding for a specified audience.	Students use appropriate language and genre to share knowledge with a range of audiences. Students innovatively apply the knowledge developed to multiple contexts.