#

**Making Instruction Argument-Centered Across Disciplines:**

**Enhancing Consistency & Coherence**

 **Professional Reflection Questions**

These questions are intended to facilitate educator self-reflection, and reflective discussion among educators, at a school that is incorporating argumentation into its instruction to make it more rigorous, college-directed, and successful.

1. How do you currently use the language of argument in your teaching? Are there opportunities to make your use of this language more consistently within your teaching and across disciplines and classes at your school?

2. How often and when do you use debatable issues in your instruction? How do you formulate debatable issues when you use them?

3. When you use debatable issues, how do they guide or organize instruction beyond setting the topic of a debate or structured argumentation activity, if they do?

4. Does your use of argumentation have specific argumentative skills objectives?

5. What formats of structured argumentation or debating have you used? Are you comfortable with? Do you prefer? Are you interested in getting or learning?

6. How do you or can you use argument in your teaching even when you’re not including in a unit a debate or structured argumentation activity?

7. How do or can students get specific, constructive, timely feedback on their argumentation in your classes?

8. Does your instruction have a rigorous standard of evidence? A rigorous standard of refutation? Are these standards applied consistently?

9. What have been the most successful features of your argument-centered instruction so far? How about the least successful features? What might be done to address what has been less successful?

10. How specifically would you like to use argumentation in upcoming units? How can Argument-Centered Education best support you in this application and implementation?