Using Guided Inquiry Design to Enhance Student Learning

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Outline:

1. Grounding/reflection in what research is like in a course or in your school currently
2. Group discussion and share
3. Immerse into examples of Guided Inquiry
4. Reflection conversation/questions/connections to their own teaching
5. Exit Ticket:
   ○ Questions
   ○ Connections to ideas presented
   ○ New thinking that surfaced
   ○ Action to take as a result of session
Reflect and Share

1. What do your current research projects currently look like in your course?
2. Are you satisfied with the outcomes?
3. Are students engaged and thinking critically?
4. How do you know?
Guided Inquiry:

Guided Inquiry is...

“A fluid flexible model that helps you guide students through the flow of discovery in the process of learning from a variety of sources of information to prepare them for successful learning and living in the information age.”

(Kuhlthau, Maniotes, Caspari, Guided Inquiry Design, 2012, p xiii)
Why? 

- Why Inquiry? 
- Why GID? 
  - Connection to Social Emotional Learning 
  - Design thinking and PBL framework for learning 
  - Student investment
Inquiry provides a vehicle for students to become experts!

A collaborative teaching approach of the Content teacher, Library teacher and Tech Integration Specialist is an effort to provide depth of learning - through research that differs from the typical compilation based projects.

- Fundamentals of creating this type of collaboration
- Benefits to teachers
  - Co-taught
  - Assessment measures
Success in embedded research: Working with your teachers

Co-teaching

- Know your teachers
- Know your school culture
- Tension between teacher control of content and students asking their own questions
- Experience with process
Guided Inquiry Design Framework:

- Cross Curricular Learning
- Embedded Literacy
- Embedded Research

Build deep content knowledge
Academic vocabulary

Create
Share
Evaluate
Presentation Skills

Gather
Identify
Authentic Close Reading
Embedded Information Literacy Instruction

Open
Immerse
Explore

Students identifying their own research Q’s

Time to explore and browse to develop a rich focus

5 Kinds of Learning

Information Literacy:
Concepts for locating, evaluating and ethically using information

Learning how to learn:
Self directed learning & personal interaction within the inquiry process

Curriculum content:
Gaining new knowledge, interpreting, synthesizing & applying

Literacy competence:
Reading, writing, speaking, listening & viewing for a purpose

Social:
Cooperating, collaborating, habits of mind
Strategies for Learning & Guiding Inquiry:

- Pair Share Protocols
- Conferring with Students
- Teacher /Student Conferences
- Library Teacher - Student Interviews
- Teacher to Teacher Reflections and Conference

Adapted from Guided Inquiry Design: A Framework for Inquiry in Your School Kuhlthau, Maniotes & Caspari (2012)
What makes the learning happen?

- Clear expectations
- Routine
- Reflection (student and teacher)
- Modeling
- Conferring with students
- Includes all phases of the process
Kuhlthau, C., Maniotes, L., Caspari, A. Guided Inquiry Design: A Framework for Inquiry in Your School (2012). Fig. 3.3 Page 47
Inquiry Tools: Embedded Strategies for Inquiry

- **Inquiry Community for collaborating**: collaborative environment
- **Inquiry Circles for conversing**: conversations about interesting ideas, meaningful questions and emerging insights
- **Inquiry Journals for composing**: compose and reflect throughout the process
- **Inquiry Logs for choosing**: a way to keep track of the quality sources that are chosen as important to answering the inquiry question
- **Inquiry Charts for charting**: visualize, organize and synthesize ideas in the process
- **Inquiry tools for continuing**: all of the inquiry tools are for continuing and sustaining the inquiry process to completion
The Psych in Literature GID is a culmination of skills that students have been exposed to in a one semester course: psychoanalysis of literary characters, analytical writing based in research on mental health, and reflective writing. Students develop inquiry questions in an area of interest. Community resources and people with lived experience are used help students make authentic connections.
What is your inquiry question?

My Inquiry Question was, ‘What are the effects of music therapy on people with depression and schizophrenia and how do they differ between age groups?’.

Describe how you felt about working on this inquiry project a) when you first started, b) as you were gathering information and c) as you worked on the final product.

When we first started the Inquiry Project, I felt okay because I was excited to research about a really cool topic like music therapy. I was also a little nervous because research projects have always been a little hard for me. As I was gathering information, I was frustrated with the way that I worded my Inquiry question. It caused me to have really repetitive information to present in my project. It also could’ve just been the overall topic of music therapy that was repetitive. As I worked on the final project, I was having a lot of fun. The presentation part was so much cooler than I expected it to be. I enjoyed it a lot more than the research part.
What is your inquiry question?
How does OCD affect a person’s life, the people close to them, and how can they manage it?

Describe the process of how you developed a specific topic within the inquiry question?
One of the three topics that I originally chose was music therapy because I really did not know anything about it. I ended up picking music therapy from my three topics because I am really passionate and interested in music. Through my research, I wanted to know what music therapy was, the process, and if it had certain effects on people depending on what mental illness or physical illness they had. And then from these three aspects, I figured that if I chose to base my inquiry question about the third topic, I could tie in all three and learn about all of them in my research. I did research about depression and schizophrenia to learn more about them and then I researched how music therapy affects people with different mental and physical illnesses. I then tied in depression and schizophrenia specifically.
Example: GID Unit
Grade 10 History

Students will explore topics that are interesting to them in regards to the Civil War.

Tools students will use:

1. Civil War LibGuide with links to databases, encyclopedias and primary sources

2. Keyword chart to help you narrow your search to get topic specific info

3. Inquiry Log: you will use this to keep track of sources you may want to use for further research

4. Journal - reflections of your research process
Culmination of Research
Example: GID Unit
Grade 9 Natural Science and Engineering

Open and Immerse in science classroom daily
Explore, Identify, and Gather in the library and
Create/Share in the science classroom through a PBL build.

All teachers shared an aspect of Evaluate (assessment).
Before beginning their next class book, The Secret Life of Bees, the content area teacher wanted her students to develop context around civil rights. The students were also asked to think about issues in today’s society that affect human rights.

- OPEN - to build curiosity, students were exposed to several resources (video, periodicals, Skype with authors, photos with historical context)
- IDENTIFY - Student identified inquiry questions
- CREATE/SHARE - Inquiry Circle to share ideas and create a way to help our community with these issues
# OPEN Students to curiosity

|--------|-------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------|
| - How does each photo create a feeling?  
- What does each photo say about us?  
- What questions do the photos bring up for you?  
- How do you feel about each photo? | - What surprised you in this video?  
- What questions did this video raise for you?  
- What did you learn from this video that you didn’t know before?  
- How does this video connect to the Civil Rights Movement of the 1960s? | - Is there a “proper” time or place for engaging in collective action/shout of protest? If so, what is it?  
- The concerns raised by Colin Kaepernick aren’t new, so why are these protests sparking such attention now?  
- How does this form of collective action/protest connect to other protests or movements in the past or today? | |

Two points you are taking away from your discussion with your group:
Tech Tools for Inquiry:

- **Google Classroom**: Classroom management tool for teaching and learning through assignments such as reflections, assessments and product submission and serves as a qualitative measure of assessment for teacher and library teacher.

- **Noodletools** *(Google Suite)*: Research platform where students analyze and synthesize information while sharing their work with the teachers through citations, notecards and Google Docs.

- **T.R.A.I.L.S (Tool for Real time Information Literacy Skills)**: An easily accessible and flexible tool for school librarians and teachers to identify strengths and weaknesses in the information-seeking skills of their students.

- **LibGuides**: Library Curation and Knowledge Sharing online management system.
# Resources: Inquiry Tools

Keywords For Effective Searching and Domain Specific Vocabulary

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<tr>
<th>DATE</th>
<th>KEYWORDS</th>
<th>ADVANCED SEARCHES</th>
<th>NOTES</th>
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<tbody>
<tr>
<td></td>
<td>(Videos, Articles, Databases, other sources)</td>
<td>(Use of Boolean Operators) AND, OR, NOT</td>
<td>(How effective was this keyword in your search?)</td>
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Resources: Inquiry tools - Student Reflection

Reflection

Think about what you have looked at and discussed with your classmates so far for this project. Then write a reflection on what you are thinking about and how you feel. You might reflect on what questions you have or what you are curious about, or you might notice that some things surprised you. You might want to summarize what you are taking away from the process so far. You might want to connect things you heard in your discussions to other ideas you have had. There are other ways to approach a reflection as well; you are not limited to these suggestions.

- Please refer to some details from the material (the photos, the videos, the discussions, etc.) in your reflection.
- Please write for at least 10 minutes.
# Inquiry Circle - SHARE

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<th>What answers did you find to your inquiry question?</th>
<th>How is this information helpful to others?</th>
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<th>What is your personal reflection on the information that you found?</th>
<th>We will use this section during the Inquiry circle, so this will be filled in later</th>
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Flexible Fluid Learning Framework

Guided Inquiry Design is...

- A framework for learning
- A framework to assist students to learn how to learn
- A framework for teacher as facilitator of learning
- A framework that includes a community of learners
- A framework that includes inquiry, reflection and creation for student and teacher
- A framework for Design Thinking and PBL
Resources

- Guided Inquiry Design website
- 52GID Blog
- Educational Texts
- EDCO course: Understanding the Basics of Guided Inquiry Design to Enhance Student Learning
Q&A:

● What questions do you still have?
   ○ How can you connect the ideas presented to your own discipline/research project/assignment?
   ○ Do you have any new thinking that has surfaced for you and what action may you take as a result?
   ○ Anything else you would like to share?
Thank you!

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