Investigating the Guided Inquiry Design Process

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Information literacy in Guided Inquiry

… *"is the ability to use information to construct knowledge for wise action."*

(Kuhlthau, 2015)

What is Guided Inquiry (GI)?

- "a way of thinking, learning and teaching that changes the culture of the classroom into a collaborative inquiry community." (Kuhlthau, Maniotes & Caspari, 2015, p.3)
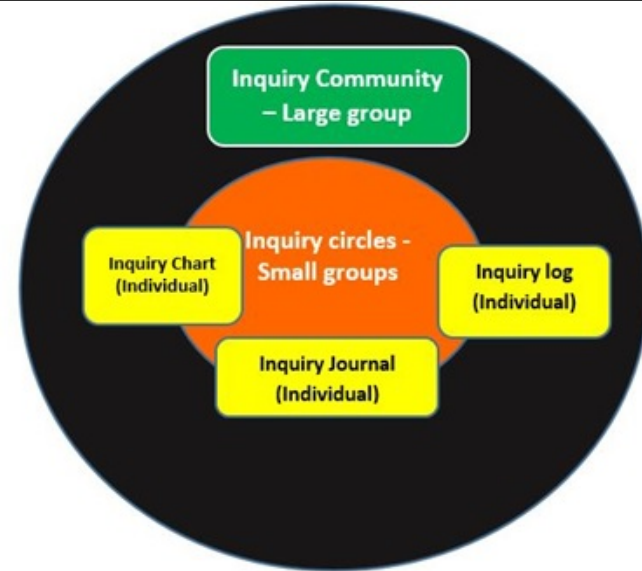
  Based on the Information Search Process (Kuhlthau, 1989, 1990, 1991, 1993, 2008) and enriched with its mirror image, the Guided Inquiry Design process (GID) (Kuhlthau, Maniotes & Caspari, 2012; 2015)

Essential characteristics of GI

- **ISP/GID**

- **Third space**

- **Development of personal focus and understanding**

- **Formulating inquiry questions**

Student learning supported by:

-Continuous reflection
-Learning team
-Inquiry circles
-Inquiry tools

Inquiry Community – Large group

Inquiry circles - Small groups

Inquiry Chart (Individual)

Inquiry log (Individual)

Inquiry Journal (Individual)

From Kuhlthau, C., Maniotes, L. & Caspari, A. (2012) *Guided Inquiry Design: A framework for inquiry in your school.* Santa Barbara, CA: Libraries Unlimited.Figure 3.3 Interdependence of inquiry tools, p47

Learning teams supported by:

-Concepts based IL curriculum

-Growing body of practical examples from around the world.

7 Stages to GID

OPEN

- Introduction to the project
- Building curiosity and interest in topics
- Maintaining an open mind

IMMERSE

- Developing and identifying background knowledge
- Connecting to content
- Reflection

EXPLORE

- Discovering interesting ideas
- Pursuing what becomes personally interesting

IDENTIFY

- Ponder what was discovered in the first stages
- Identifying an inquiry question and topic

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7 Stages to GID

GATHER

SHARE

CREATE

EVALUATE

- Collecting information on the topic and question
- Researching broadly and deeply
- Reflection

- Answering inquiry question through synthesis of research
- Creating final product to communicate ideas
- Sharing with classmates and researchers

- Assess the achievement of learning goals
- Reflect on the content and creation
- Reflection on the process

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Research Questions

→ 1. How do students use and interpret the GID process whilst engaged in research projects?

→ 2. How do students transfer the GI process to another similar research project later in the year?

Participants
- Year 7 Students
- All girls independent Catholic school in Sydney
- 33 volunteers Complete data from 15 girls

GI Unit
- Research in History and Geography
- Semesters 1 and 2
- Research booklet
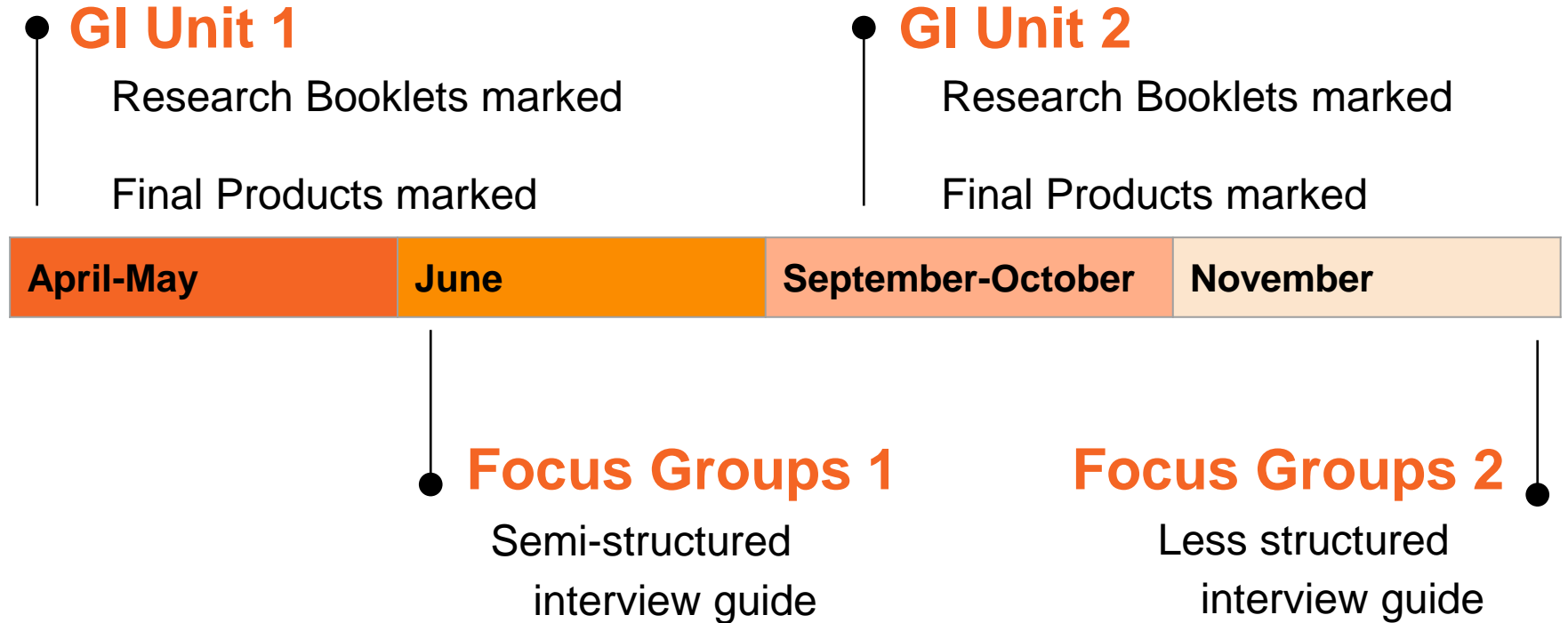 - Document process
- Final Product- Essay and Oral Presentation

Stages	Activities
Open	-Engage in topic
Immerse	-Immersse in teacher-led content
Explore	-Investigate broadly -Reflection
Identify	-Join an inquiry circle to explore together, find a focus, and create an inquiry question
Gather	-Search deeply to find the answer to the inquiry question, notetaking and recording a bibliography -Reflection

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Stages	Activities
Create and Share	-Create a mind map of response to inquiry question -Jigsaw group discussions to share knowledge -Answer the overarching question of the GI in an essay
Evaluate	-Conclude with reflections on achievements and thoughts on process

Study Progression- 2015 school year

GI Unit 1

Research Booklets marked

Final Products marked

GI Unit 2

Research Booklets marked

Final Products marked

| April-May | June | September-October | November |

Focus Groups 1

Semi-structured
interview guide

Focus Groups 2

Less structured
interview guide

Content Analysis of Transcripts

- **Inductive Approach (Patton, 2002)**

Emergent Codes and Subcodes

Research question 1:

- **GID Stages**

- **Element of Choice**

- **Personal & Academic Rewards**

- **Reflection**

Research question 2:

- **Change**

- **Transfer**

- **Preferences**

Q1- Stages of the GID Process

-Noted as positive, helpful to break into stages

-Found in previous research with TLs (Garrison & Spruce, 2016)

Madalyn

"I am splitting it up so I can get each little part done as efficiently as possible."

Holly Bell

"…they don't just push you in with all of the information...They really take you through it with the different stages, so ok, I've finished this stage, then the next stage."

Freddo

"It's like stickers in your brain."

Specific stages noted as useful.

Sleeping Beauty

"…helped me reflect on what I already knew. So that really helped me because I knew what to go for."

Eternity

"…because you could get to find out about more, not just your area of focus…I found that really fun."

Choice is good.

Cinderella

"it was good that we were able to make our own [question] because sometimes **that can make more sense** than what you are given because it is what you think rather than what you are told to."

Dudley

"It's a really great idea that we get to choose what we want to learn about that particular topic instead of just being given the question. **You can kind of interpret it in the way you want.** I think we should be allowed to **change our question if we find you can't get the answer.**"

Sleeping Beauty

"creating your own question meant we could kind of **explore our interests** and decide what we wanted to find out about those places."

Personal Rewards

Ariel

"…I really liked the GI actually, I found it was **really refined**… using it to create questions and stuff that I feel as if, it's more the way to kind of be a part of it, more than just writing a speech or something like that, whereas answering questions and stuff **makes you feel more connected to the project.**"

Academic Rewards

Royal

"I found many more websites and things I could look at in other subjects as well so not just history and this area, but **I've learnt to do it in English and other subjects,** and learning about more reliable sources."

Reflection

"...reflecting on the whole process kind of **brought the whole thing together**."

Anastasia

"it's kind of just, ok, I finished now just what did I do? What worked? What didn't for next time?"

Madalyn

"I also really, really dislike reflecting mainly because I think it's totally **therapeutic** and I don't like those sort of things that you get in a therapy session."

Eternity

Q2 Change - Use of GID

Ariel: "..the part that we didn't get to see what the stages were, we had to kind of guess what the stages were."

Researcher: "We did that deliberately."

Ariel: "That kind of made it hard for us because there had been a big gap from when we did the first one so it was just hard to remember."
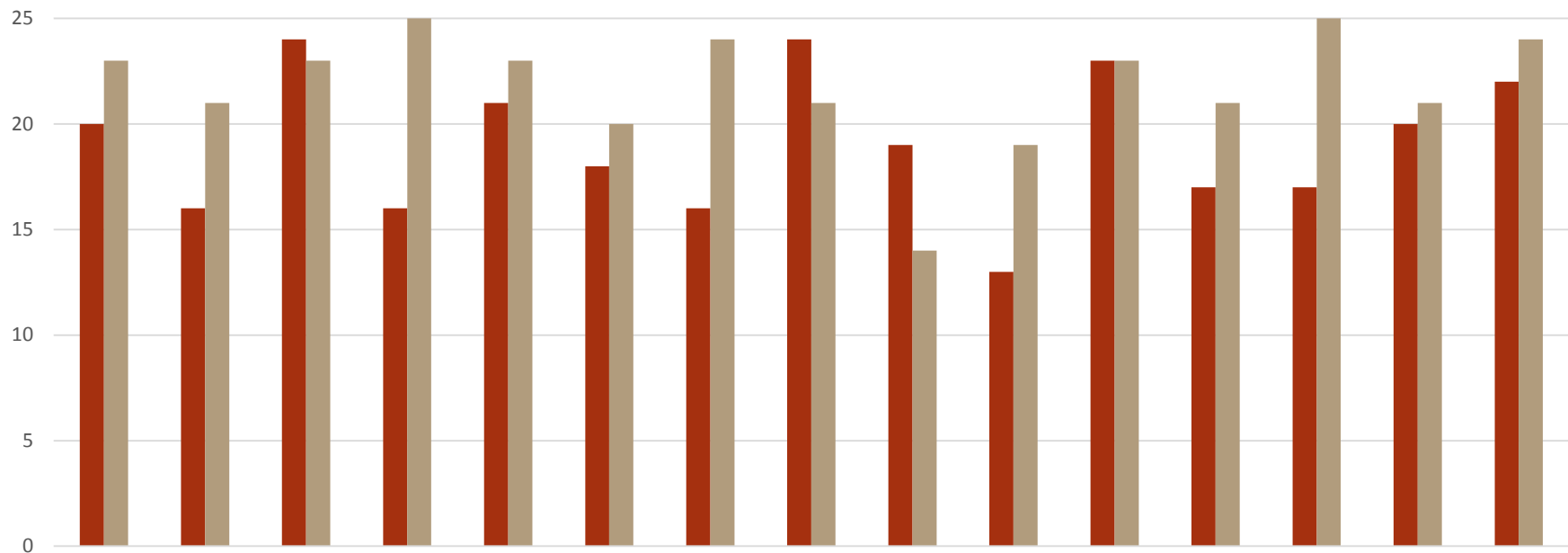
Ariel

Change: Use of GID Tools

Hawaii 101

"I thought the note-taking was really good...**because when you type you don't really memorise it, but when you write you do** which I thought was way better."

Hazel Grace

"My partner and I utilised the mind map very well. We split it into two sections to answer our question...**It organised things so well.**"

Transfer

■ First Research Booklet Score/25　■ Second Research Booklet Score/25

Transfer

Eternity

"So I already had a bit of practice from the history and so when it came to the geography, I was able to use my learning from that in this one. I thought it was a bit easier because let's admit it, **lots of things are easier the second time around, like tying your shoe laces.**"

Transfer to future assignments

- Skills of searching, notetaking, recording sources, Jigsaw technique and PEEL.
- Stronger organisational skills from using the GI process and the booklets.
- They did not transfer the names of the GID stages from one project to the other.

Preferences

"..It helps me to organise and set out each section of my work so when I get an assignment I'm not sure looking at one big block of work and doing it all at once, I am splitting it up so I can get each little part done as efficiently as possible."

Madalyn

SIGNIFICANCE & CONCLUSIONS

- Development of metacognitive skills and strategies
- Need for collaboration between teachers and teacher librarians
- Importance of growing a wider base of research on the GID process for support

Limitations

Time for teachers to develop knowledge and understanding of GI

Lack of collaboration in design of the GI units

Transferability- Nature of sample

Future Directions

- Working on GI with the teachers
  - Professional development sessions
  - More ownership of GI
- Following same girls through Year 8
- Replicate with a dissimilar sample of students

Questions?

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References available in paper proceedings.

Grazie Dekuji Merci Gracias Vinaka Aayya Grazas Danke Mahsi Ga Toda Efcharisto Haw aa Takk Imena Barkl Tenki ya Arigato Osyo Melesi Kulo Mesi Cheers Komapsumnida Thank you Ah bo Da ja Achiu Asantte Nandi Grazzi Sanco Mossi Xie xie Pojo Bisse Koko Wneeweh Barka Ka Aio Asai Thenks Mamnoon Paylla