Embracing an Inquiry Stance

Course

Introduction [1:42]

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About

Embracing inquiry as a teaching and learning stance means looking beyond the mid-year research project. An inquiry stance is a frame of mind characterized by curiosity, questioning, openness to new ideas, and a willingness to engage in pursuing answers and new understandings. Inquiry-as-a-stance has the potential to motivate and empower students to take charge of their own learning, both within and outside of school. The question for teachers and librarians is: How do we foster an inquiry stance in our students through all the learning experiences we design, both for academic learning and for reading and learning on their own?

In this course, you will:

- Learn the difference between inquiry as a stance and inquiry as a process and how each can inspire and impact student learning
- Develop talking points to motivate teachers to incorporate inquiry into their practice
- Gain ideas for teaching deep reading skills in conjunction with inquiry
- Explore how summative assessment can motivate students and teachers to engage in inquiry

This course was created from a professional learning event Teaching Research as a Force for Change hosted by School Library Connection and ABC-CLIO. This event explored the challenges and opportunities in teaching research skills and the research process to today's middle and high school students. Please check out the other courses from this event: **Controlling Chaos!: Build Student Agency with Self-Selected Research Projects** by Elizabeth Barrera Rush, **Marketing Your Digital Materials to Students and Teachers** by Melissa Thom, and **Making Research Actionable: Student-Centered Learning by Design** by Jacquelyn Whiting.

Transcript

And our question is the question that I thought would drive this presentation is how do we foster an inquiry stance in our students, so that all through their learning experiences, that those that we design and those that they design for themselves, they have that questioning, that sense of wonder, that stance on the world that leads them to pursue learning on their own, as well as be motivated to pursue learning in the classroom.

In the first session, we're going to talk about what is an inquiry stance and how does it differ from an inquiry process. And we'll talk about, OK, what are we doing now to implement inquiry. And what might we do in the future? And finally, I wanted to share something that I've been working on and that is deep reading skills during inquiry. What are they? What do they look like? What do we need to think about? The second session is mostly focused on motivation because I know that matters to all of us if we want to get people excited about inquiry. And we're first going to talk about how do you motivate through rich content resources. So I'll walk us through the American History database with an inquiry topic in mind. Then motivation through summative assessments and I think this will really excite you, your teachers, and your students. And then some chatting about how do we motivate teachers and students to engage in inquiry.

ADDITIONAL RESOURCES

Bibliography.

MLA CITATION

Stripling, Barbara K. "Embracing an Inquiry Stance. Introduction [1:42]." *School Library Connection*, ABC-CLIO, August 2021, schoollibraryconnection.com/Home/Display/2266977?learningModuleId=2266980&topicCenterId=2247903.

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Entry ID: 2266977

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