

Embracing an Inquiry Stance Course Packet

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Inquiry-as-a-Process vs. Inquiry-as-a-Stance

Barbara Stripling talks about the differences between inquiry as a process and inquiry as a stance in Lesson 1. Using the Stripling Model of Inquiry, she reviews what we should expect from students during each phase of the inquiry process. Following that, Barbara talks about an inquiry stance, which she describes as an umbrella over the inquiry process. After hearing this discussion, take a moment to brainstorm and write down some differences and similarities of the inquiry process and an inquiry stance. How do they build off of one another? If you need a jump start, look at page 3 of this handout for some answers from attendees.

Inquiry-as-a-Process	Inquiry-as-a-Process AND Inquiry-as-a- Stance	Inquiry-as-a-Stance	Other Thoughts?

During the **Teaching Research as a Force of Change Retreat**, attendees had the following responses

Inquiry-as-a-Process	Inquiry-as-a-Process AND Inquiry-as-a-Stance	Inquiry-as-a-Stance	Other Thoughts?
steps and checklists steps what we teach steps to follow but they don't have to be done strictly linearly steps in learning/researching linear, organized teacher topic driven specific to a guiding question checking off boxes specific to the assessment research guided by the educator, not the student stages of learning about a topic organized as steps orderly list of steps that you continually start from step 1 again and again needs to be taught stages the stages a person goes through from the start of the inquiry to the end foundational piece, recursive and not one-directional; always going back and forth, reframing steps organizing linear iterative back and forth often connected to a particular project at school a system of steps sometimes externally motivated usually guided by a teacher becomes a checklist describes the particular steps someone moves through recursive steps of the process taught and revisited	synonymous—you need both to truly learn self-fulfilling wonder and explore and being driven by your thoughts and determining the direction one needs curiosity then creates the steps to make it a reality it's the behavior of inquiry/mindset how inquiry becomes a habit of learning and what they lean into automatically the stance makes it exciting and motivating first is a spiral, the second is an attitude process + strategy or skill stance-disposition free thinking – allows for differentiation reading around the subject as well as finding relevant sources iterative circular requires curiosity stance means lifelong learner engaging with world; process means skills to build off of the love of learning combination knowing how to satisfy the stance by knowing what steps to apply to a particular task more free flowing / stream of consciousness / mindset	wanting to learn more about a topic; something motivates the learner intrinsically internally motivated an attitude to question and desire to learn embracing a sense of wonder dispositions connections what we model personal motivation approaching world with a sense of wonder focused on disposition rather than skill authentic learning!! organized by curiosity and questioning curiosity that turns into learning something new intrinsic self driven a way of approaching a problem or topic a continuing sense of wonder and is not silo'ed into just school, just one subject vs. others attitude of constant learning the belief that everything can be investigated more deeply curiosity state of mind that is curious and questioning curiosity as the default—openness to not knowing process that keeps circling back to the question perspective way of looking, being in the world life-long ongoing mindset	moving from what you know to what you need to know both are important crossover to the creative process

Implementing Inquiry

Providing your students with the tools for independence and personal growth through inquiry is one of our goals as teachers and librarians. Take a moment to reflect on what you are already doing and then brainstorm ideas for what you plan to do in the future with implementing inquiry as a process and a stance with your students. Once you've completed this, take a look at pages 5–8 of this handout for responses from the attendees of the Teaching Research Retreat—perhaps something there will spark even more ideas for implementing inquiry.

How are you *already* implementing inquiry as a process and stance for independence and personal growth?

How will you implement inquiry as a process and stance for independence and personal growth *in the future*?

During the **Teaching Research as a Force of Change Retreat**, attendees had the following responses to how they are already implementing and how they plan to implement in the future.

How are you *already* implementing inquiry as a process and stance for independence and personal growth?

- One shot instruction to support research
- Treated more like a guest speaker than a collaborator
- Modeling life long learning by discussing it with students.
- Choice boards!!
- Unless teachers actively ask, we don't use the inquiry process, BUT students do come and have their own research ideas.
- One-on-one interactions is often the best way to engage with students in the inquiry process.
- Guerilla librarianship—showing up with your cart and making videos
- I really want to promote the idea of an “inquiry stance.” Teachers complain about a “lack of critical thinking.” This would be a place for personal growth.
- We need more failure and less focus on product
- Use social media and implementing
- Process: Evaluate information, not just copy
- Process. Question, Brainstorm, refine, search, evaluate, search again, create, reflect
- Stance: Use open-ended questions to get students thinking about their choices
- Guided questions
- What are you curious about?
- Teaching as a checklist. It has been difficult to teacher inquiry at all with the challenges of this past school year.
- Be a resource for others to contact for collaboration
- Using the inquiry process steps to form instructional units
- Co-teaching with others
- Generating curiosity through social media, displays, book collections, etc.
- Providing safe environment to explore
- Conversations with students about interests, passions
- Capstone projects involving personally chosen research topics
- Working with grade 11 and 12 students as part of the curriculum core class, so a dedicated time in the schedule to develop research skills
- We start with sophomore orientations with all the English classes to begin students thinking about inquiry at the beginning of the year.
- Grade 9-10 personal project
- Health & Wellness class research on games. Results in creating of tailgating games for football games
- Ask “So what?” question
- 20% project with senior English classes where students read, study and write about a topic that interests them
- Provide materials in the Makerspace for students to use new tools for Expression
- Becoming an Expert— students chose a topic they were interested in
- Scripted new English curriculum difficult to find where we fit
- This year proved extremely difficult. Next year—even more difficult?
- Buy in is difficult
- American History Created magazines (*Time* magazine cover), digging up the dirt on working conditions. Wrote articles. Research and reliable information through databases, political cartoons.
- Hard to get teachers to collaborate
- Have students usually investigate at HS

- Elementary Wonder and Connect
- Wikipedia for Wordsmith to look for questions and explore topic
- Model: Ask questions
- Making tons of suggestions to teachers whether they use the suggestions or not
- Interest surveys to promote a connection on topics
- I tended to approach research as more linear with our middle school students
- Depends on what teacher is teaching—not a lot of librarian control
- We need to move towards a school-wide inquiry stance instead of inquiry being an isolated process. Being elementary, there is a disproportionate focus on students reading books on their “level” rather than books that reflect their interests.
- In-depth unit on night. Share lots of resources, especially with newer teachers. Librarians are seen as ways to be more flexible within a more rigid curriculum
- Incorporating and reenvisioning projects that have been curriculum mapped to ease the content teacher’s fears about pacing while also maintaining flexibility for the different needs of their students
- Using our (library/reading) hashtag to highlight the various interests of our HS students
- Right now, just direct instruction
- Topic choice
- Source choice
- Talking about how diff(erent) sources are used for diff(erent) purposes
- Encouraging topic selection, showing resources, citations
- We want to be more involved with the PLANNING of the research instead of being brought in only at the IMPLEMENTATION stage.
- Our juniors chose the topics for their major research projects based on their own interests. My job is helping them find the question in their topic.
- Choice of books
- Learn how to use databases and reference materials for research
- Working with other divisions to align libraries with their inquiry projects and grants
- Investigation, identifying reliable resources
- Partnering with collaborators—public library, educators
- Intentionally activate all phases of inquiry
- Modeling an inquiry stance w/ examples for own authentic experience
- Understanding need for inquiry, need for information, need for critical thinking
- Teach process
- Take students through the research process in elementary to ensure that they understand the steps of inquiry as a learning process
- Model stance with younger students
- Students choose their own topics around a theme to research
- Teaching the discrete skills at each of the phases of inquiry recursively
- Overtly teaching students that there is a process—making them aware of the recursive steps in that process and identifying which step they are on as they engage in various “research” activities
- Process can be implemented as part of a stance...Stance drives process.
- Encouraging students to pursue areas of curiosity independently of what they are required to do for school.
- Teaching students how to think and speak about their personal reading preferences so that they can function independently when searching for their next read.
- Acknowledging that students engage in rich, independent learning activities that are neither assigned nor monitored by teachers.
- I taught students to be curious and allowed them to follow their passions when I required them to investigate and do their own inquiry-based projects.
- Collaborate with teachers to help provide resources for students and help with creating a bibliography.

- Allow students to choose their own topic to investigate.
- Working with Ethics Bowl Club students and Book Club students to develop their interests using library materials and space to work with each other.
- Not had any opportunities this past year. Previous here the only opportunities I had to teach research were very specific teacher-directed themes. I want to do more, but need teachers to collaborate.
- Using a model like the Stripling Model for students to follow for their research.
- Development of “research websites” to guide students through teacher-assigned research projects with possible resources, citation information, and troubleshooting tips.
- Student choice driving topics for projects
- Want student choice to drive the research and inquiry
- Question sourcing of information
- Questioning sources is an important part of inquiry
- Currently we use History Day, Internal Assessments, and the Extended Essay for inquiry or at least that is what I’m involved in.
- We’re not. Tech has taken over.
- Not this past year. I wasn’t able to do NHD
- Speaking to students one-on-one during drop-ins and encouraging their independence in fulfilling their own information needs.
- Readers Advisory—getting more info from readers to help find reads they’ll like
- Creating engaging questions for students
- Creating research questions for students
- Scaffolding questions for students
- Clarifying/constructing knowledge products/documents

How will you implement inquiry as a process and stance for independence and personal growth *in the future*?

- Have students read fiction books and then research various topics
- Creating online instruction
- Getting more people engaged and using the process
- Hoping to gain ideas how to motivate and empower students to take charge of their own learning
- Promoting research at the local university
- Help students connect to what they are passionate about and help them find real world connections. Continue to support assignments with a variety of resources.
- By scaffolding research skills throughout the 3 grades in my school, to develop skills so by their senior year they can build on the skills they began their sophomore year
- Important how teachers have previously used library—projects in places is a good sign and building on that.
- Work within the teacher’s curriculum
- Fighting plagiarism with students; worked with English department and realized that students don’t know how to research. Come up with project to do next year.
- Teaching importance of buy in—teachers and school
- Has to be the whole building
- Changing way library is used due to scripted curriculum—becoming independent learning center. Students who need less help would come to library for more independent learning.
- Emphasize that research is the whole process: circular and can come back/skills you already use
- Making kids comfortable with ambiguity
- Continue to build stamina in reading because without reading we cannot expect them to use resources for inquiry

- We are about to start library scope and sequence/curriculum writing, so hopefully librarians can become more embedded in the inquiry already present in the curriculum.
- Hoping that Inquiry as a Process can be our uniting language and approach, but I want to move to more of an inquiry mindset to capitalize on the engagement with learning
- I think students need more practice with investigating. I have distributed all the Gale scavenger hunts to my SS department this year and hope to work with them more next year.
- I want to help students think about what interests them personally
- I want to help nurture curious minds and not just to use Google for everything
- Pique interests, ask broad and general questions, go down the rabbit hole
- I would be sure to assign an inquiry-based project for my students to complete during the course of a semester
- I would teach my students some educational theory about learning, but watered down to their level, to wet their appetites for learning. I'd share with them some of the research on learning.
- Opportunities for student engagement in a specific area—school history museum for social studies independent study / Rho Kappa students
- Develop inquiry research protocols to use when collaborating with teachers when they assign research projects. Protocols could include time opportunities for student failure, time for reflection, etc.
- I think this works for both, but the idea of as I learn and understand more, using that knowledge to inform my practice in both the process and stance.
- Getting ideas from PLC and PD sessions.
- Using more primary source material to promote curiosity and inquiry.
- Continue to learn through PD and reading books about inquiry and the research process and stance.
- How do we help researchers/students to question sourcing and do independent thinking?
- That's why I'm here. We are opening the IB program for elementary and junior high in 2 years and I am wanting to prepare myself to support them as well as the high school.
- We are also increasing our primary source picture books for all students, including high school, and other primary source materials.
- Make connections with administrators to begin talking about inquiry as a school goal
- Teachers are so content-driven instead of process-driven
- Creating a research process as a district and getting admin and teacher buy-in
- Hoping to develop curriculum that uses inquiry
- Create a culture of curiosity
- Connect their interest with a legitimate question

Implementing Deep Reading Skills

In this lesson, Barbara Stripling talks about deep reading and inquiry. The goal is to push students to go way beyond comprehension and actually think about what they read and draw their own conclusions. Thinking about the skills needed to teach this to students, Barbara references the Empire State Information Fluency Continuum (available at <https://slsa-nys.libguides.com/ifc>) that she developed with New York state. After reviewing, please consult Section 4 Priority Skills and find the grade level that you teach. Choose 2-3 skills and brainstorm on implementing that skill with your teachers and students.

Skill	
Implementation with Teachers	
Implementation with Students	
Skill	
Implementation with Teachers	
Implementation with Students	
Skill	
Implementation with Teachers	
Implementation with Students	

Deep Reading Skills during Inquiry

In this lesson, Barbara Stripling uses an illustration from the ABC-CLIO American History database of the Confederate Bread Riots as a primary source. She demonstrated how to teach deep reading skills at each phase of inquiry to help students with their research projects. Using the Deep Reading Skills handout found in this activity, what deep reading skills will you work on with your students for each phase of inquiry? What are some primary sources that you could use to help develop deep reading skills with your students?

Phase of Inquiry	Deep Reading Skill
CONNECT	
WONDER	
INVESTIGATE	
CONSTRUCT	
EXPRESS	
Notes	

The REACTS Taxonomy

In this lesson, Barbara Stripling talks about the REACTS Taxonomy, which she developed with fellow librarian Judy Pitts. It is a taxonomy of ways that kids can react to their research and present and share, all the way from simply recalling the information to the highest level of synthesizing a whole new approach. After reviewing the REACTS Taxonomy and its levels, what are some ideas or activities that you can create for each level of taxonomy to help your students share their understanding in new ways.

Level	Assignment Ideas
Recalling Level 1	
Explaining Level 2	
Analyzing Level 3	
Challenging Level 4	
Transforming Level 5	
Synthesizing Level 6	

Designing an Inquiry Unit

In this lesson, Barbara Stripling talks about using summative assessment to motivate both teachers and students to engage in in-depth research and inquiry. Students tend to feel empowered when they do more than just write a report. Using the REACTS Taxonomy and the Deep Reading Skills, use the chart below to start developing an inquiry unit. To get your students beyond explaining, try to use a Challenging or Transformative REACTS level. Barbara recommends only choosing one deep reading skill to teach or co-teach for this unit.

Chronological Time Period / Topic Focus of Unit		
Summative Assessment Product (Challenging or Transformative REACTS Level)		
Deep Reading or Inquiry Skill to Be Taught During Unit and Why		
Types of Resources to Be Used During Different Phases of Inquiry		
Connect and Wonder	Investigate and Construct	Express and Reflect

Motivating Teachers and Students

In this lesson, Barbara talks about motivating your teachers and students to engage in inquiry. She gives a chance to think about that using the two questions below, come up with some talking points to use. Take a few moments and reflect on what you've learned in this course, and come up with a few ideas for each question. To see what attendees of the Teaching Research retreat responded, see the Chat Document included with this activity.

How does inquiry enable students to develop a stance of agency and build self-confidence?

What skills will enable students to move to an inquiry stance?