

choose, and continue. GID (Kuhlthau, Maniotes, & Caspari, 2012) offers inquiry tools that require students to use these research-based strategies across the process. With regular use and reflection, students come to know themselves as learners. See Table 3 for examples of how to assess learning how to learn—or lifelong learning—through inquiry in the library.

A middle school librarian and excellent practitioner of Guided Inquiry, Sarah Scholl said,

As a librarian, my job is for them to learn about the process using the content area material as the platform to develop their understanding. Learning the research process is a life skill. Once they know the basic steps to take to solve a problem or answer a question, they can apply it to many areas of their life: buying a car, selecting a college, searching for a job, picking a pet, etc. Evaluating their progress and feelings about the process—and on the research experience as a whole—allows them to apply a bit of metacognition without them actually realizing that is what they are doing. (personal communication, February 2019)

In the library, students learn for life. That is learning that's worth assessing.

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