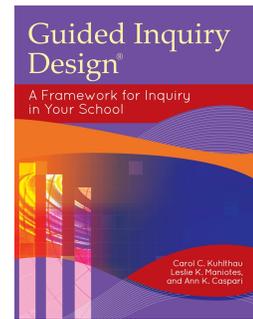


Book Club

Guided Inquiry Design®



Introduction

- From the first three paragraphs of the book's introduction, what are some major aspects of Guided Inquiry that might be different from how you are currently doing inquiry or research at your school?
- What words in the definition for inquiry provided are you particularly excited about? Why?
- What do you hope to uncover in the rest of the book?

Chapter 1 Guided Inquiry Design: The Process, the Learning and the Team

- What are your biggest takeaways from the short description overview of the process?
- Which of the Five Kinds of Learning can become the focus for learning in the library?
- The research shows that wherever teams have been through the GID training the collaboration has completely shifted. After reading chapter one, How might GID support or open doors for your collaboration with teachers?

Chapter 2 The Research Behind the Design

- What were the most important findings from the Kuhlthau research for guiding inquiry learning?
- Looking at the callouts in the margins of the chapter which were surprising to you, or ones that you think need most attention? Why?
- In what ways will the Third Space help to increase the student voice and choice in inquiry learning?
- What strategies for having an inquiry stance are you thinking about after having read this chapter?

Chapter 3 Inquiry Tools: Strategies for Guided Inquiry

- Educators strive for increased student talking more, and collaborating. How might the inquiry tools help you to engage students and increase their talking time in your setting?
- What tool is one that you think you might begin to use right away, and why?
- **Elementary** - What books might be good read aloud's for the "Asking Meaningful Questions" lesson on pages 41-42?
- **Middle and High School**. - Think about and name three ways that Inquiry Circles be used in the library while students are engaged in the inquiry process/research?

Chapter 4 Open

- How are traditional research assignments typically “opened”? How does this look and feel different to students?
- Think of something that you often see students researching, what of these might be a new or enticing way to open them to the possibilities for you and your students?
- GID encourages teachers to use different media and multiple resources, what are the challenges or benefits of that way of planning for learning? (Make specific connections to your school/district and use real examples here)
- The Open for a GID unit usually happens in the classroom. In what ways might the librarian provide support for the Open (the design of or the implementation)?
- What do you think will be important to have in place for successful collaborations between teacher and librarians?

Chapter 5 Immerse

- After reading this chapter, what are some opportunities that you can think of to immerse students in the content they are researching at your school?
- Immerse typically happens in the classroom or on field trips. As the librarian, how will you participate, connect to, or stay in touch with this part of the inquiry? Is there a way you can engage with teachers or students in the digital context? What else?
- What is most valuable for students to keep track of in this phase, when thinking about building up to finding a focus for research?

Chapter 6 Explore

- Describe the work of Explore. Why do you think the Explore phase is so often misunderstood?
- There are two call outs to “caution” in this chapter, discuss why each might be important to consider.
- Discuss how the Stop and Jot strategy (p78), Inquiry Log (p84), and the Pair Share Protocol (p80) can be used and what each accomplishes for student learning, engagement and productivity.
- The Explore phase is the first time in the process that they come to the library. What mini-lesson(s), strategies, or habits of mind might you use so students engage productively at this phase of inquiry and not “drown down in information.”
- How can you create an atmosphere of “Read, Relax, Reflect” in your library during the Explore phase?

Chapter 7 Identify

- What are your hunches, experiences, and thoughts from the research about when you’ll know it’s time to stop, reflect and formulate a focus for inquiry? The call out to caution on page 95 is essential to the WHEN of Identify.
- We talk about an important question and a meaningful question. Why do you think those terms are used instead of a “Good” question? What’s the difference?
 - *(There is a horrible typo on page 95. It says “an inquiry question will be one that will have an easy answer.” That should read NOT have an easy answer!)*
- Discuss how you might use the chart to decide protocol (p98) in this phase in the library. How do you think protocols like this can help you to work with students?

- Discuss Inquiry Charts, what kind of charts or graphic organizers would work best with your students here? Think about the graphic organizers that teachers in your school use, the age of student and types of inquiry/research.
 - When you picture the Identify phase, where might it happen, who is in the room?
 - Think about collaboration and co-teaching across the process. How does the librarian perspective benefit students and teachers at the Identify phase? How might you need to work together at this phase?
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Chapter 8 Gather

- In the Gather phase the role of the teachers and librarians is to help the students manage their information search. What tools do you currently use for this? How might an Inquiry Journal and Log be incorporated?
 - Look at the Inquiry Log on page 118. What is the purpose of the Inquiry Log in Gather (there are reasons for the log throughout this chapter)?
 - What lessons do you already have that might be useful for this phase of inquiry? How do you expect these lessons will change when they are taught in this phase of the process (instead of when taught in isolation)?
 - **Elementary School** - In what ways might you scaffold learning “how to find information on my topic” so that students are able to be independent in gathering their own materials during this phase? What might you expect from each grade level, or time of year, or in specific projects? What might you need to do to get there?
 - **Middle & High School** - Discuss how and when Inquiry Circles (p122) and Pair Share Protocol (p124) can be used and why you would choose to do so.
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Chapter 9 Create

- What types of products do your students create from their research?
 - What strategies are suggested to support students in the creation of meaning in GID?
 - In Guided Inquiry we focus on using the Inquiry Journal as the receptacle for all the notes, and ideas, and reflection of inquiry. What types of journals do you envision using? Digital? Paper? Sometimes one and other times another?
 - How can the library be used as the space for creation for inquiry? (Sometimes this happens back in the classroom.)
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Chapter 10 Share

- What spaces in the school might the share occur?
- What role will you play in organizing, supporting, facilitating, or even grading the Share?
- What data can you collect at the Share phase for your library program? Data can be used to amplify the library program, to communicate to your stakeholders and community about the role of the library to student learning in your school, to connect to parents, teachers and students.

Chapter 11 Evaluate

- What value does your school place in the role of metacognitive reflection on learning? The Evaluate phase provides time and space for learning from meta-cognitive reflection at the end of the process.
- What information in the Evaluate phase will be important to collect for the development of library goals for student learning? (P158-160)
- Who might facilitate the Evaluate phase, create the Google Form (or however you want to collect the information from students) and collect the information?
- Might the students return to the library for this phase? (It may depend upon the unit of study, team you are working with etc, but it's worth thinking about if this was your responsibility how would you carry it out.)
- If the Evaluate doesn't happen in the library, how will you ensure that process and content are valued equally in student reflections, and how will the information collected be shared across the teaching team?

Chapter 12 Building Guided Inquiry In Your School

- As you read chapter 12, what were your thoughts about creating a school-wide program?
- What are your thoughts about equity and access to inquiry in your school?

When educators learn about the GID Process, and implement together with the librarian, a new kind of conversation between the team begins to occur. GID becomes professional learning. Units designed in the GID Institute are on constant edit, the conversations continue across implementation and across years, about what books should we include, how should we do this differently next time. We grow our GID practice together.

GID is meant to be designed and carried out by teachers in partnership with librarians. All team members need high quality PD on how to design and implement GID for your program to be successful.

- What will your next steps be? As a group, as an individual?
- What is your 3 or 5 year plan for providing access to high quality inquiry for ALL students in your school/district?
- Is there a team that you could prioritize, right now, to be the first to learn about this model so you can begin to build a robust GID program at your school?
- What other things need to be in place to begin to build a culture of inquiry in your school?
What are your next steps? - some possibilities-
 - Talk to people at your school about GID (about what, to who)
 - Think about systems in place and how they might be leveraged in GID
 - LMS's Databases, other human resources?
 - Make strategic partnerships for GID
 - curriculum coordinators, Superintendent, school leaders, others?
 - Make clear connections between initiatives in the district and the GID approach
 - Which ones can be enhanced by the structure of GID?
 - Some that I have worked with are - Maker Spaces, Genius Hour, science fair, National History Day, tech integration ...
 - SEL, DEI, Culturally Relevant pedagogy - talk with Leslie if these are relevant.
 - Integrated Learning or Cross-curricular learning

Together we can accomplish more, one step at a time!
Congrats on taking the very first step on that journey!

Sincerely yours,
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