Problem:

How to enable learning and innovating in the dynamic, cluttered, chaotic information environment?

Kuhlthau, Maniotes & Caspari.
Guided Inquiry, 2007; 2012
Problem

“In the WWW there is so much juxtaposition of the good stuff and not so good stuff and flat out wrong stuff or deliberate misinformation or plain ignorance.”

Internet Pioneer, Vinton Cerf, 2010
Common Misunderstandings

Internet is a digital library

Users are competent, independent and self sufficient

No need for library or librarian

“I can find anything I want on the Internet. I don’t need a library or a librarian.”
Value-added Librarian

- What value do librarians add to learning in the information environment?

- What is the essential role of librarians in the 21st century education?

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Information Literacy

The ability to:
- locate
- evaluate
- use information wisely for learning, thinking and creating

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Information literacy is at the core of what it means to be educated in the 21st century.

Information literacy is understanding how to learn and innovate from a variety of sources of information.
Research Matters

Triad to build, sustain and improve a field

- Tradition and knowledge
- Expertise and best practice
- Research and innovation

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Research revealed three dimensions of experience from the student’s perspective

- Affective (feeling)
- Cognitive (thinking)
- Physical (acting)

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Initiation</th>
<th>Selection</th>
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<td>Feelings</td>
<td>uncertainly</td>
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<td></td>
<td></td>
<td></td>
<td>doubt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughts</td>
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<td></td>
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<td></td>
<td></td>
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(Kuhlthau, 2004, p. 82.)

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Two critical stages in ISP

- Exploration – dip in confidence/increase uncertainty when encountering inconsistent and incompatible information.

- Formulation – turning point when focus is formed that provides a guiding idea, theme, or central question for the search.

- Indicates a need for guidance and assistance.
Uncertainty is the beginning of learning.

“The mind doesn’t take everything and put it into order automatically...Understanding that is the biggest help.”

Often not what students expect.

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Zone of Intervention

That area in which an information user can do with advice and assistance what he or she cannot do alone or can do only with great difficulty.
Zones of Intervention in the Information Search Process

- Initiation – getting started
- Selection – background, ideas
- Exploration – confusing, uncertain
- Formulation – focus, turning point
- Collection – focused gathering
- Presentation – creating, acting, solving

Information literacy is knowing when and where to get assistance.

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Problem facing educators

How to prepare students for learning, living and thriving in the dynamic, cluttered, chaotic information environment of these first decades of the 21st century.

How do librarians facilitate learning in the information environment?

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Guided Inquiry

- Guided Inquiry to guide students through the inquiry process
- Grounded in the research of the information search process.
- Based on a constructivist approach to learning in a complex information environment.
- Goal is to prepare students for living and working in changing information environment of the 21st century.

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Guided Inquiry based in the ISP

- ISP describes what students do.
- Guided Inquiry describes what the learning team does.
- Guided Inquiry Design a framework for you to use to guide your students through the inquiry process

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
student centered <-------- learning centered --------> teacher centered

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Guided Inquiry across the ISP

<table>
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<tr>
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<th>INFORMATION SEARCH PROCESS</th>
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<tr>
<td>Open &amp; Immerse</td>
<td>Initiation &amp; Selection</td>
</tr>
<tr>
<td>Explore</td>
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</tr>
<tr>
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<td>Formulation</td>
</tr>
<tr>
<td>Gather</td>
<td>Collection</td>
</tr>
<tr>
<td>Create &amp; Share</td>
<td>Presentation</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Assessment</td>
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Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
# Model of the Information Search Process

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![Guided Inquiry Design Process Diagram](image.png)

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
OPEN

- Invitation to inquiry
- Open minds
- Stimulate curiosity

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
IMMERSE

- Build background knowledge
- Connect to content
- Discover interesting ideas

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
EXPLORE

- Explore interesting ideas
- Look around
- Dip in

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
IDENTIFY

- Pause and ponder
- Identify inquiry question
- Decide direction

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Gather important information

Go broad

Go deep

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
CREATE

- Reflect on learning
- Go beyond facts to make meaning
- Create to Communicate

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
SHARE

- Learn from each other
- Share learning
- Tell your story

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
EVALUATE

- Evaluate achievement of learning goals
- Reflect on content
- Reflect on process

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Guided Inquiry Design Process

- Open
- Immerse
- Identify
- Gather
- Share
- Create
- Evaluate
## ISP and Guided Inquiry Design

<table>
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<tr>
<th>What students are doing in ISP</th>
<th>Stage of ISP</th>
<th>Phase of Guided Inquiry</th>
<th>What the inquiry community is doing in Guided Inquiry</th>
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</table>
| Initiating research project   | Initiation  | Open                    | • Invitation to inquiry   
|                               |             |                         | • Open minds   
|                               |             |                         | • Stimulate curiosity |
| Selecting topic               | Selection   | Immerse                 | • Build background knowledge   
|                               |             |                         | • Connect to content   
|                               |             |                         | • Discover interesting ideas |
| Exploring information         | Exploration | Explore                 | • Explore interesting ideas   
|                               |             |                         | • Look around   
|                               |             |                         | • Dip in |
| Formulating focus             | Formulation | Identify                | • Pause and ponder   
|                               |             |                         | • Identify inquiry question   
|                               |             |                         | • Decide direction |

Kuhlthau, C., Maniotes, L., Caspari, A. GUIDED INQUIRY © 2012
Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
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| Collecting information on focus and seeking meaning | Collection | Gather | • Gather important information  
• Go broad  
• Go deep |
| Preparing to present | Presentation | Create | • Reflect on learning  
• Go beyond facts to make meaning  
• Create to communicate |
| Assessing process | Assessment | Evaluate | • Evaluate achievement of learning goals  
• Reflect on process  
• Reflect on content  
• Reflect on process |
Guided Inquiry Team

- Three member core team
  - Build on expertise in the school

- Extended team
  - Build on the expertise in the community

Librarians facilitate learning on the core team or the extended team.
Information Literacy through Guided Inquiry

- A pathway to information literacy through Guided Inquiry based in the ISP

- Information literacy is embedded in the process of learning from a variety of sources of information.

- Librarian’s expertise in Process, Concepts and Skills facilitates learning through Guided Inquiry.

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Information Literacy: process, concepts and skills

- Locating: Finding trails and pathways

- Evaluating: Judging usefulness by quality, expertise, accuracy, currency and perspective

- Using: Determining importance; forming focus; deciding what is enough; managing inquiry; interpreting facts and ideas; creating, acting and solving; reflection and self assessment.

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Locate

- Library as an inquiry lab for information literacy
- Trails and paths – browsing, scanning, chaining, berry picking, monitoring
- Types of searches – preliminary, exploratory, comprehensive, summary

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Evaluate

- Evaluate formats for reading, listening, viewing, experiencing
- Five characteristics for evaluating sources:
  - quality, expertise, accuracy, currency and perspective

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Use

- Determining importance, relevance, pertinence
- Forming a focus
- Managing inquiry – notes, quotes, citations
- Deciding what is enough
- Summarizing, interpreting, creating
- Sharing, acting, solving
- Self awareness in inquiry process
Information workers consider information seeking a necessary preliminary activity to the more significant endeavor of using information to accomplish the tasks and goals that encompass their work.

People who are proficient at this process are extremely beneficial to the success of an organisation or enterprise.

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Librarians Facilitate Learning through Guided Inquiry

- Information literacy is the ability to locate, evaluate and use information wisely for learning, thinking and creating.

The essential role for librarian in the 21st Century is to build students’ capacity for information literacy in action in the digital environment.

Kuhlthau, Maniotes & Caspari. Guided Inquiry, 2007; 2012
Guided Inquiry Series

