

Designing Guided Inquiry for Asian Context: "Waza for Learning" An Example in a Japanese K-12 School

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Abstract

Workshop Objectives:

- 1. To introduce the Guided Inquiry approach as a means for developing cognitive, personal and interpersonal skills through the school library.*
- 2. To demonstrate an example of the Guided Inquiry approach in the Japanese context at the Tamagawa K-12 School.*
- 3. To have participants consider enablers and inhibitors of the Guided Inquiry approach in the context and culture of their schools and strategies for getting started.*

Workshop Summary:

Guided Inquiry is an innovative team approach to teaching and learning where teachers and school librarians, with other experts and specialists, join together to design and implement inquiry learning. It engages children in constructing personal knowledge while using a wide range of sources of information and creatively sharing their learning with their fellow students in an inquiry community. Guided Inquiry accomplishes five kinds of learning: curriculum content, information literacy, literacy competence, social skills, and learning how to learn that encompass cognitive, personal and interpersonal skills. The Guided Inquiry approach is based on Kuhlthau's highly regarded research on the Information Search Process (ISP) that describes students' process of learning from a variety of information sources in extensive research projects. The ISP research goes inside the inquiry process to reveal ways to guide learning that prepares students for learning, living and working in the information age. The Guided Inquiry Design Framework is built around the model of the ISP with specific direction for guiding students in eight phases of the inquiry process: Open, Immerse, Explore, Identify, Gather, Create, Share and Evaluate. This approach may be adapted to different contexts and cultures for enhancing students' life skills for the 21st century through the school library.

An example of adapting the Guided Inquiry approach into a school culture will be drawn from the Tamagawa K-12 School in Japan that participated in a residential professional development institute on Guided Inquiry at the Center for International Scholarship in School Libraries at Rutgers University USA in 2012. Participants in the workshop will consider enablers and inhibitors of the Guided Inquiry approach

in the context of the culture of their schools and identify strategies for getting started. The workshop is timely and important for school librarians that are seeking new ways to prepare children for developing life skills that are not encompassed by traditional transmission teaching and rote learning.

Workshop plan:

- 1. Explanation of the Guided Inquiry approach and demonstration of the Guided Inquiry Design Framework. Kuhlthau*
- 2. Small group discussion about Guided Inquiry approach and Design Framework drawing one question from each group.*
- 3. Demonstration of the Tamagawa K-12 School Library - facility, philosophy and program. Kasai*
- 4. Description of the Tamagawa K-12 School Team that attended the Rutgers Guided*
- 5. Inquiry residential institute and presentation of the example of the Guided Inquiry project they designed for their school culture. Kasai*
- 6. Presentation of enablers and inhibitors for adapting the Guided Inquiry approach. Kuhlthau*
- 7. Small group discussion on adapting the Guided Inquiry approach in the context and culture of participant's schools considering enablers and inhibitors.*
- 8. Strategies for getting started - Kuhlthau and Kasai*

Keywords: Guided Inquiry, learning, school libraries, Asian context

Biographical note

Carol Collier Kuhlthau is Professor Emerita of Library and Information Science at Rutgers University where she directed the graduate program in school librarianship that has been rated number one in the country by U.S. News and World Report. She was founding director of the Center for International Scholarship in School Libraries (CISSL). She is internationally known for her groundbreaking research on the Information Search Process and for the ISP model of affective, cognitive and physical aspects in six stages of information seeking and use. She has authored *Seeking Meaning: A Process Approach to Library and Information Services and Teaching the Library Research Process* and published widely in referred journals and edited volumes. She has received numerous awards, visiting professor appointments and is a frequent lecturer and keynote speaker. Her latest books are *Guided Inquiry: Learning in the 21st Century* and *Guided Inquiry Design: A Framework for Inquiry in Your School* coauthored with Leslie Maniotes and Ann Caspari.

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