

# What is Inquiry? Trainer Guide

4 Contact Hours



## Optional Training Activities

- Optional training activities are estimated to add 150 minutes to the original training time and include the minutes indicated for the original activity. Explain to participants that the Optional Training Activities are strategies they can use with their students to facilitate instruction and discussion in their classrooms.

## Learning Objectives

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Participants in the What is Inquiry? class will achieve seven objectives:

- Understand the definition of inquiry and reflect on how you are currently using inquiry in your classroom.
- Learn about the different dimensions that comprise INFOhio's inquiry model.
- Locate GO! Ask, Act, Achieve (GO!) and Research 4 Success (R4S) on the INFOhio website: [www.infohio.org](http://www.infohio.org).
- Navigate GO! and R4S with an understanding of the organizational structure and tools unique to each website.
- Identify tools and resources located in GO! and R4S to support the inquiry process.
- Use the GO! Teacher Guide or the R4S Teacher Guide to locate resources and lessons to incorporate into the classroom.
- Reflect on learning by sharing information with others.

**In this class, you will work through several lessons to learn more about the inquiry process and the INFOhio tools and resources that support students as they question, discover, learn, and grow. Below is a description of each lesson and the amount of time it should take for you to complete each one.**

## Getting Started

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### Pretest

- **Lesson Content**

Take a quiz to find out what you know about inquiry-based learning. (5 minutes)

#### Welcome to the What Is Inquiry Class?

- **Lesson Content**

Review the class objectives and the class overview. (5 minutes)

#### Optional Training Activity

- What do you know about inquiry-based learning? Use a word cloud generator like [Answer Garden](#) to generate ideas about what your audience knows about inquiry-based learning. Ask participants to include words and phrases that they connect with inquiry-based learning. (5 minutes)

#### Using Open Space Groups

- **Lesson Content**

Join the INFOhio Resources for Research group in Open Space. In this group, discuss and reflect on the integration of this resource into the classroom with like-minded educators. (5 minutes)

#### Optional Training Activity

- Take time to explore the [INFOhio Resources for Research group](#) in Open Space. Have each participant join the group and review the Discussion questions posted in the group. (5 minutes)

## What is Inquiry?

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### Four Types of Inquiry-Which Type is Best for You?

- **Lesson Content**

Discover the key characteristics of inquiry-based learning and reflect on which type of inquiry is best for you and your students. (10 minutes)

#### Optional Training Activities

- Distribute the Cornell Notes to participants and ask them to work in pairs to work through the lesson, recording the information they learn on the handout as they go. Encourage collaboration. (time included in activity)
- Answer the Discussion questions in the [INFOhio Resources for Research group](#) in Open Space. Find the post *Inquiry-Based Learning in Your Classroom*. Reply to the thread and review other participants' responses. (10 minutes)

#### INFOhio's Dimensions of Inquiry

- **Lesson Content**

Learn about INFOhio's inquiry model. (30 minutes)

#### Optional Training Activities

- Jigsaw – Use a [Jigsaw](#) to divide the six dimensions of inquiry blog posts among participants. Divide participants into six groups. Assign each group one of the six dimensions of inquiry blog post to read and take notes. (time included in activity)
- Allow time for each group to share what they learned from the blog post they were assigned (10 minutes)
  - **Note:** If necessary, divide participants into three groups. Assign each group two blog posts to read. Complete the Jigsaw as instructed above.
- Respond to discussion questions in the [INFOhio Resources for Research group](#) in Open Space. Find the *Educator Role in the Inquiry Process* reflection question in the Discussions tab. Reply to the thread and review other participants' responses.

## How to Use INFOhio's Inquiry Tools

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### Getting to know GO! Ask, Act, Achieve

- **Lesson Content**

Understand the organizational structure of GO! Ask, Act, Achieve. (10 minutes)

#### Optional Training Activities

- Distribute Getting to Know GO! and R4S Guided Notes. Do a live presentation of the information found in the lesson Using GO! Ask, Act, Achieve. Ask participants to follow along while you lead them through the lesson content from your projected device. (time included in activity)
- Discussion questions - Use a method from [this blog](#) to facilitate discussion. (10 minutes)

### Using GO! Ask, Act, Achieve

- **Lesson Content**

Learn how to use the navigational features in GO! to access and download resources. (10 minutes)

#### Optional Training Activity

- Ask participants to follow along while you lead them through the navigation tools and features from your projected device. Ask for any questions at the end of the live presentation. (15 minutes)

#### Getting to Know Research 4 Success

- **Lesson Content**

Understand the organizational structure of Research 4 Success. (10 minutes)

#### Optional Training Activities

- Distribute Getting to Know GO! and R4S Guided Notes. Do a live presentation of the information found in the lesson Getting to Know Research 4 Success. Ask participants to follow along while you lead them through the lesson content from your projected device. (time included in activity)
- Discussion questions – Use a method from [this blog](#) to facilitate discussion. (10 minutes)

#### Using Research 4 Success

- **Lesson Content**

Learn how to use navigational features in R4S to access and download resources. (10 minutes)

#### Optional Training Activity

- Ask participants to follow along while you lead them through the navigation tools and features from your projected device. Ask for any questions at the end of the live presentation. (15 minutes)

#### What Have You Learned So Far?

- **Lesson Content**

Take a short quiz to self-assess your learning. (5 minutes)

#### Applying What You Have Learned

- **Lesson Content**

Complete an activity to practice implementing inquiry and resources from GO! or R4S into your classroom. (10 minutes)

### Integrating GO! and R4S into Classroom Inquiry

#### Building Better Questions with GO! and R4S

- **Lesson Content**

Explore the student learning tools and INFOhio resources in GO! and R4S to support students as they begin the inquiry process. (20 minutes)

#### Optional Training Activities

- Break participants into small groups of four people each. Ask each group to complete "Building Better Questions with GO! and R4S" as directed in the class. (time included in activity)
- Ask participants share to a resource from GO! Ask, Act, Achieve or R4S they found that will support students as they develop questioning skills. Use [Answer Garden](#) to collect and display the results. (10 minutes)

#### Supporting Students as They Locate Information

- **Lesson Content**

Discover trustworthy resources from INFOhio, curated from the web and collected in GO! and R4S. (20 minutes)

#### Optional Training Activities

- Break participants into small groups of four people each. Ask each group to complete "Supporting Students as They Locate Information" as directed in the class. (10 minutes)
- Ask each group to share a resource from GO! Ask, Act, Achieve or R4S they found that will support students as they develop locating information skills. Each small group should explain why they selected the resource in 15 words or less. Use the [On-the-Spot: Chalkboard Splash](#) method for each small group to share their learning. (10 minutes)

#### Using GO! and R4S to Make Evaluating Information Easy

- **Lesson Content**

Win the battle against fake news and suspicious websites by supporting students as they evaluate information for content, credibility, and relevance. (20 minutes)

#### Optional Training Activities

- Break participants into small groups of four people each. Ask each group to complete "Using GO! and R4S to Make Evaluating Information Easy" as directed in the class. (time included in activity)
- Ask participants share to a resource from GO! Ask, Act, Achieve or R4S they found that will support students as they develop evaluation skills. Use [Answer Garden](#) to collect and display the results. Discuss the results and reflect on how the resources submitted can be used in the classroom to develop evaluation skills. (10 minutes)

#### Applying Information and Student Creation with GO! and R4S

- **Lesson Content**

Find resources to support students as they organize, plan, and execute with ease. (20 minutes)

#### Optional Training Activities

- Break participants into small groups of four people each. Ask each group to complete "Applying Information and Student Creation with GO! and R4S" as directed in the class. (time included in activity)
- Ask each group to share a resource from GO! Ask, Act, Achieve or R4S they found that will support students as they learn how to apply information. Each small group should explain why they selected the resource in 15 words or less. Use the [On-the-Spot: Chalkboard Splash](#) method for each small group to share their learning. (10 minutes)

#### Speak Up and Share Information with GO! and R4S

- **Lesson Content**

Teach students how to polish their project to perfection before publishing and sharing their work. Explore opportunities for students to share work with authentic audiences safely on the web. (20 minutes)

#### Optional Training Activities

- Break participants into small groups of four people each. Ask each group to complete "Speak Up and Share Information with GO! and R4S" as directed in the class. (time included in activity)
- Ask participants share to a resource from GO! Ask, Act, Achieve or R4S they found that will support students as they learn how to share with others. Ask participants to explain why they selected the resource and how they plan to use the resource with their students. Consider using one of the [discussion strategies](#) from the University of California Berkley. (10

#### Ready to Reflect? Using GO! or R4S to Support Students as They Reflect on Their Learning

- **Lesson Content**

Reflection allows for students to solidify their learning. Support the reflection process with resources from GO! and R4S. (20 minutes)

#### Optional Training Activities

- Break participants into small groups of four people each. Ask each group to complete "Ready to Reflect? Using GO! and R4S to Support Student as They Reflect on Their Learning" as directed in the class. (time included in activity)
- Ask participants to reflect on what they learned about inquiry-based learning throughout the class. Use [Answer Garden](#) to collect the results. Compare the original Answer Garden participants created at the start of the class to the Answer Garden created during this activity. Discuss your findings with your participants. (10 minutes)

## Checking Your Learning

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### Self-Assessments

- **Lesson Content**

Answer questions to reflect on what you learned. (10 minutes)

#### Optional Training Activity

- Ask participants to answer the **Self- Assessment** questions either in writing or with a group. Ask for volunteers to share their responses. (15 minutes)
- Answer the discussion questions in the [INFOhio Resources for Research group](#) in Open Space. Find the post *What Did You Learn from the Inquiry Class?* reflection question under the Discussions tab and reply to the thread.

### Contact Hour Quiz and Certificate

- **Lesson Content**

Take a quiz to earn a certificate worth four contact hours. (5 minutes)