Guided Inquiry Design: A Framework for Inquiry in Your School. Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari. Santa Barbara, California: Libraries Unlimited, 2012. 188 pp, ISBN 9781610690096.

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The authors of *Guided Inquiry Design: A Framework for Inquiry in Your School* define "guided inquiry" as "a way of thinking, learning, and teaching that changes the culture of the school into a collaborative inquiry community" (p. xiii). The guided inquiry process encourages students to interact with information, focusing on learning "how to learn" (p. 1) rather than on memorization or facts. Kuhlthau, Maniotes, and Caspari describe guided inquiry as a framework for transforming education into a system that is more appropriate for the information-driven 21st century. They envision guided inquiry constructing a foundation of learning strategies and research skills that will benefit students in their elementary, secondary, and postsecondary careers, as well as in the workplace.

Guided Inquiry Design: A Framework for Inquiry in Your School is the third book in a series that began with *Seeking Meaning: A Process Approach to Library and Information Services*. This particular text is designed to be a companion to the second book, *Guided Inquiry: Learning in the 21st Century*. While the second text is rather theoretical in nature, describing guided inquiry and its importance to the current state of education, *Guided Inquiry Design* is intended to be more practical. It is designed as a "how-to" guide on integrating guided inquiry into the real-world classroom and curriculum.

Guided Inquiry Design is separated into twelve chapters. The first chapter introduces the guided inquiry phases and process. The second chapter builds upon the first by discussing the two areas of research that inform guided inquiry: Kuhlthau's model of the information search process and the study of "third space," which is where "students use their knowledge of the world to leverage the content of the curriculum into new understandings in their lives" (p. 32). The third chapter presents tools and strategies for guided inquiry. Chapters four through eleven are devoted to the eight phases of guided inquiry: Open, Immerse, Explore, Identify, Gather, Create, Share, and Evaluate. These chapters identify and describe the phases, as well as provide model session plans and examples of assignments or exercises that might be used for each phase. The twelfth and final chapter briefly discusses how to introduce guided inquiry to a classroom or school.

Guided inquiry, as described by the authors, requires creating and sustaining a collaborative educational culture at the school level or higher. The formation of learning teams and flexible interdisciplinary curricula that can be guided by student inquiry exploration requires buy-in from all levels of school administration, from parents and teachers to principals and board members. If *Guided Inquiry Design* falls short anywhere, it is in the final chapter. While the majority of the book seems intended for the practitioner, whether teacher or librarian, the conclusion calls for a re-imagining of K-12 education that is largely theoretical at present. Practical steps or

recommendations for large-scale implementation are perhaps beyond the scope of this book, but such a text would be a great resource for teachers and administrators who wish to embrace guided inquiry as an information literacy model.

Guided Inquiry Design: A Framework for Inquiry in Your School provides a wealth of information on how to use guided inquiry to create a student-focused learning environment. Within such an environment, educators are encouraged to design lessons that build upon or branch out from previous lessons, allowing students to explore the same or similar topics in increasingly sophisticated ways. On that scale, this book is immensely useful for K-12 teachers and school librarians, as well as for academic librarians who are interested in adapting the guided inquiry process for one-shot information literacy workshops or semester-long research skills courses.

References

Kuhlthau, C. (2004). *Seeking Meaning: A Process Approach to Library and Information Services.* Westport, Conn.: Libraries Unlimited.

Kuhlthau, C. C., Maniotes, L. M., & Caspari, A. K. (2007). *Guided Inquiry: Learning in the 21st Century.* Westport, Conn.: Libraries Unlimited.