

# Instructions

1. Use the arrows at the top of the screen to navigate between slides.
2. First, read the scenario, then advance to the following slide to contribute to the discussion.
3. On the discussion slide, add a post by clicking the "sticky note" icon in the menu, typing, then saving.

# Scenario 1

You are asked to teach students how to "use the library" in an introductory, first-year course. Students will write a research paper on a social issue of their choosing and will be required to incorporate 3-5 credible sources.

How could you use humble inquiry to inform your teaching approach?

Reminder: **ADVANCE TO THE NEXT SLIDE** to post your thoughts.

# Scenario 1 Discussion

During the session, I could ask the students to provide examples of a topic they may choose, and do a back and forth on the research process

**What do you want to write about?**

**Ask them what social issues they are aware of. Or name some social issues.**

**Have you chosen a social issue? If so, how does the history of that issue resonate with you? If not, what kinds of social issues are you interested in?**

**Discuss with instructor what they feel is important about the assignment and what they want students to learn in the research part**

**I could start by asking the classroom instructor about their goals for the library session.**

**Ask what the students already know about their topic**

**Ask students what social issues are important to them and brainstorm together**

**Ask them to name some social issues they discuss with friends, family**

**Ask students about their previous experiences with libraries**

**I could ask the students how they have used the library in the past. The challenge is to listen genuinely to their responses, especially if they feel repetitive.**

**Take some time in class to ask students about their social issue of choice and why they want to research it**

**Ask the students to brainstorm (maybe via padlet or jamboard) what social issues are more important to them and discuss common themes**

**Ask students to explain social issues that you don't know about**

**Ask students how they learn best**

**Asking student about their interest in the social issue**

**What does credible mean to you?**

# Scenario 2

A student requests a consultation about their research project. When they meet with you, they inform you that they are researching which automobile parts manufacturers are associated with product recalls. You're not familiar with this topic!

How could you use humble inquiry to inform your approach?

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# Scenario 2 Discussion

Tell the student you're unfamiliar with this and you'll be working together to find the resource!

**I'm not familiar with this topic can you tell me more about it?**

state your unfamiliarity and ask student's knowledge. if they aren't familiar, walk through how I would figure it out myself

**"Interesting! Teach me more about this topic!"**

Ask questions about the topic - treat it like you're interviewing the student, putting them in the hot seat

Ask the student for background information and take notes on what they say

**Ask student for an example**

What recalls are you aware of? I don't know a lot about this so I'd like to hear more.

Asking how much do they know about the topic Amos we can learn there process

**What personal experience do you have with recalls?**

Ask the student how they became interested about recalls

**Interesting topic! How did you find out about it?**

**"What makes you so interested in this topic?"**

Ask them what they already know about automobile recalls and which ones they find interesting

That sounds fascinating! What sources of information on this question have been most helpful thus far?

ask the student what the background is for the topic - their interest and what they hope to get out of it (change the industry?)

Where have you looked so far? (Sometimes I think this makes them feel bad if they haven't started yet)

# Scenario 3

A group of four students sets an appointment to meet with you about their research project which will culminate in a group presentation. They are in the early stages of researching medical rights and treatment of pregnant incarcerated offenders. It becomes clear within the first few minutes of the meeting that the group is both disorganized and dysfunctional.

How could you use humble inquiry to inform your approach to discussing this group's research project?

**Reminder: ADVANCE TO THE NEXT SLIDE to post your thoughts.**

# Scenario 3 Discussion

Why are you interested in this topic?

How did you decide on this topic?

Ask them what their research question is.

Ask students how they chose their topic

"Besides writing the paper, what goals do you have for this group project?"

"There's a lot of ways you could go with this topic! Let's brainstorm and work through this together"

Can you share the requirements of the assignment with me? What resources have you found so far?

How do you each like to organize your work and time when you're doing an individual project?

Maybe try to meet with them one at a time?

Ask open ended questions and have group members respond individually in order to see where differences lie—identify these to help them resolve their own areas of dys

Ask about the parameters of their assignment, what they need to do as a group

Ask the students for the assignment rubric and look at it with them

ask students to look at the view the assignment together with me

ask questions that will help guide like what tasks do you think will need to be accomplished for this project?

"What different perspectives do you each bring to this topic?"

Have you considered writing a Memorandum of understanding for your project