

**Shared Inquiry:**  
A joint relation between the  
reader and the writer

# What is Shared Inquiry?

Shared Inquiry is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text.

- It is an active process
- It involves taking what the author has given the reader and trying to grasp its full meaning, to interpret or reach an understanding of the text in light of their experience and using sound reasoning.
- It is a joint relation between the reader and the writer.

# SHARED INQUIRY

**GOAL:**

**Self-reliant**

- Thinkers
- Readers
- Writers

# The Leader's Role

If you are the leader of a shared inquiry group, you will not:

- impart information
- present your own opinions



# The Leader's Role

As a shared inquiry leader, you will:

- help clarify remarks
- help support answers with evidence from the text
- make sure that everyone will be given a chance to offer opinions
- keep discussions moving towards a resolution
- ask, but not answer, your own questions

# The Role of the Group Members

- The members of the shared inquiry group,
- can speak at any time during the inquiry
  - may respond to other group members as well as to the leader
  - may agree, disagree, add their thoughts, or ask questions
  - ought to feel free to express their opinion even though they may be unsure

# Preparing for Discussion

- Immerse yourself in the material to be discussed
- Read the selection at least twice
- Make notes of your thoughts and feelings as you read (underline, write a question mark, write comments, etc.)
- Place a page number next to each note so as to be able to quickly refer to the passage

# Preparing for Discussion

- On the first reading, make notes of what you don't understand, what seems important, and points with which you agree or disagree
- The act of annotating what is going through your mind as you read helps you get involved with the material you are reading. Be alert to details and appreciate them!
- On the second reading, you will add new notes; note the repetition of a significant word or phrase, a pattern of ideas or actions, or something at the beginning of the selection that prepares the reader for the ending.
- After you complete both readings, review notes and turn them into questions that the group can help answer.

# During the Discussion

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- This is your opportunity to make notes of connections between different parts of the selection.
- Compare your understanding with another's, and discover significant passages that he may have overlooked.

# Shared Inquiry Questions

- **Factual questions** - have only one correct answer.
- **Interpretive questions** - have more than one correct answer that can be supported with evidence from the text.
- **Evaluative questions** - ask us to decide whether we agree with the author's point of view. The answer to an evaluative question depends on our knowledge, experience, and values, as well as our own interpretation of the work.

# Factual Questions

- Ask the reader to recall something in the story using the reader's own words or the author's words
- There would only be one correct answer that can be supported with evidence.
- When reader can correctly answer a factual question, the reader knows what the text says, and what happened to whom but knowing the facts is not the same as knowing what they mean.

# Samples of Factual Questions

- What color was the stone?
- Was anyone able to tell the farmer of the strangers had arrived?

# Interpretative Questions

- Ask the reader to offer his opinion about the selection.
- More than one answer would be correct.

# Sample of Interpretative Questions

*“ He looked around the room. No one was there. He went to the door and looked out into the night. No one. He left the door open, hoping that whoever had prepared the dinner might join him.”*

From *White Wave*, Chinese folktale as told by D. Wolkstein

Did Kou Ming believe that someone would come through the door?

# Evaluation Questions

- Ask the reader whether he agrees or disagrees with the author, whether it has some application in his own life.
- The reader will support his answer by talking of his own values or experiences rather than about the selection.

# Samples of Evaluative Questions

- Should the farmer have called White Wave?
- Should the farmer have opened the door and rushed into the room?

# Interpretative Questions

What makes a good one?

- You should have genuine doubt about the answer(s) to the question.
- You should **care** about the question.
- Your question should be discussible.
- Your question should be **clear**.
- Your question should be specific to the selection.

# Sequence of Questions

## OPENING QUESTION ( Factual – 1 question)

- A general question that directs students into the text for an answer.
- Introduces and explores ideas, topics, and themes.

## CORE QUESTIONS ( Interpretative – 2–5 questions)

- Content specific
- Examine central points
- Interpret a passage, explore a quotation

## CLOSING QUESTION ( Evaluative – 1 question)

- Establishes relevance
- Connects with real world
- Applies to self

# Follow-up Questions

**NOTE:** Follow-up questions are not planned ahead, but are asked of individual speakers to probe and clarify.

## Examples include:

“Are you saying that...”

“Where in the text did you find support for that?”

“What do you mean by...”

“Tell us more about...”

# Benefits

- Participants learn to read for detail and meaning, to listen, and to argue effectively
- Participants learn to work together to answer interesting questions.
- Participants learn to listen because they have to construct an answer to the question posed.

# Benefits

- Participants learn that there are different types of questions, each calling for a different strategy to answer it, and they use these skills not only in reading but in other courses.

## Shared Inquiry results in:

- Inquiry by a community of learners
- Argumentation supported by evidence
- Questions of concern to the whole community
- Precision in expressing results
- Making an attempt to understand the judgment of one's peers
- Disagreeing in a civilized manner

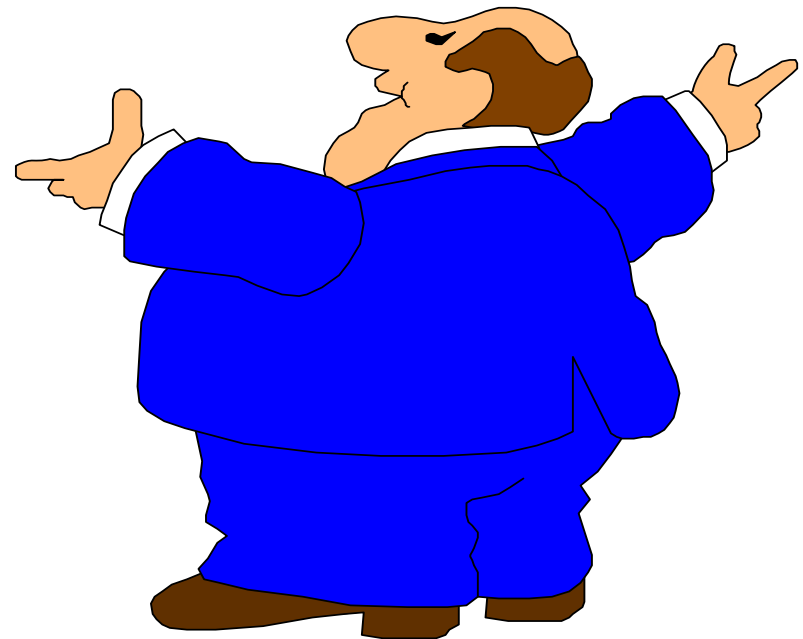
# So, Remember.....



- Come prepared
- Participate in the discussion
- Listen to each other's point of view
- Give others a chance to participate
- Avoid put downs

# And.....

- Disagree with the idea, not the person
- Take turns speaking
- Stay focused on the question
- **THINK** before you speak





# Gratitude



- The Great Books Foundation
- Asking the Right Questions, An Introduction to Inquiry by John D. Krugler
- Notes on Shared Inquiry, A Synopsis by Lauri Bolland