

IMPLEMENTING INQUIRY TO PROMOTE MOTIVATION
IN A SCHOOL LIBRARY MEDIA PROGRAM

by

Mindy J. Halfmann

An Abstract

of a research paper submitted in partial fulfillment
of the requirements for the degree of
Master of Science in Library Science and Information Services
in the Department of Educational Leadership and Human Development
University of Central Missouri

August, 2014

ABSTRACT

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This research project is a review of literature about how inquiry in the classroom and library promotes student motivation. It also discusses how inquiry prepares students for 21st century learning. Motivating students in daily education has been a long term goal of schools. In addition the new learning standards for schools require students to dig deeper into their learning and follow inquiry processes to learn new ideas and concepts. How the inquiry processes can promote motivation in the classroom and library are explained. How the school librarian plays a role in and the student's inquiry process will also be discussed.

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CHAPTER 1 INTRODUCTION

Statement of the Problem

The standards for student achievement are changing, and students are not only being required to learn new material, but they are also being asked to use inquiry to continue their learning process (American Association of School Librarians Standard 1). Asking students at any age to complete a complex project can become tedious which in turn causes students to become less inquisitive and unmotivated. The goal of this study is to identify the stages of the inquiry process, discover the different types of motivation and finally, find ways in which the school librarian can aid students and teachers through the inquiry process and keep them motivated.

Purpose of the Study

The purpose of this research study is to further the understanding of ways in which inquiry promotes motivation in students. Literature was reviewed regarding the stages of the inquiry process as well as the different ways that students become motivated in a school setting. Through collaboration with teachers within the classroom and library setting, the school librarian aids in the inquiry process. The school librarian plays a role in motivation by assisting students through the inquiry process and allowing for successes and failures. When inquiry and motivation are combined in a school setting, students grow academically and gain the knowledge needed to become 21st century learners.

Research Questions

The following questions guided this research. These questions were researched in order to identify the importance inquiry plays in student motivation and how the school librarian can aid in this process.

1. What is the process of inquiry and how does it affect student achievement?
2. What different types of motivation affect student achievement?
3. What are the ways in which the library can promote student motivation?

Limitations of Study

There were few limitations within this research study. Inquiry in the school is widely recognized as well as ways in which students can become and stay motivated in the learning process. There was a limited amount of research regarding how the school librarian plays a role in the motivation of students. Additionally, there were not a lot of peer reviewed articles regarding inquiry and motivation and the school librarian's role. The scope of the data collection mainly consisted of journal articles and websites about the stages of the inquiry process as well as different types of motivation and how they aids in student achievement.

Definition of Terms

The following terms are used frequently through this paper. The definitions clarify the meanings of the terms as they are used within the paper.

Extrinsic Motivation: A type of motivation in which students require rewards or stimulations to feel motivated in any process.

Guided inquiry: The process in which someone aids another person through the inquiry process and guides them through the different stages, allowing for successes and non-successes.

Information Literacy: Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (Association of College and Research Libraries).

Inquiry: Asking questions to further gather and collect information about something that is being questioned or found interesting.

Intrinsic Motivation: A type of motivation in which students are able to feel motivated internally without the use of rewards or stimulations.

Motivation: The values, beliefs, and behaviors that give individuals a reason to do something (Cambria 16).

Research Design

The research study collected previously published information pertaining to the inquiry process and how it motivates students in their learning process. The existing literature relating to the topic was reviewed for the purpose of this study. At no time was there an effort to create new research or to examine existing data, privately or publically held that would necessitate any type of permission.

Articles were retrieved from the following databases: *Education Journals*; *Education Research Complete*; *Library, Information Science and Technology Abstracts*; and *Library Literature and Information Science Full Text*, *School Library Media*, *Educational Psychologist*, *Contemporary School Psychology*. Search terms included

"inquiry", "motivation", "library and inquiry", "library and motivation", "information literacy".

Conclusion

This research study has three chapters that will explore the process of inquiry as well as the different types of motivation and how it affects the school library. The second chapter is a review of literature on the topic of how inquiry can promote motivation in students and more specifically, how the librarian can play a role in student success. Chapter 3 has answers to the research questions introduced in chapter 1 and provides a discussion that includes a conclusion and recommendations.

CHAPTER 2 REVIEW OF THE LITERATURE

Introduction

"Inquiry and learning are natural human inclinations" (Manzo 63). Yet, not all students will be ready to use that inquisitive nature each day; some will need extra motivation to do the best they can in school. The school librarian creates an environment that encourages students to ask questions and motivates them to learn. Along with providing a positive environment, students are also encouraged to meet rigorous academic standards. They are not only required to learn new material, but they are also asked to use inquiry to continue their learning process (American Association of School Librarians). In order for students to be successful in and out of class, teachers and school librarians collaborate to help them develop self-assessment strategies that will enable them to continue to grow and use inquiry in their daily learning. When teachers and school librarians work together they are assisting students to locate, evaluate, and use information to find their own interests or solve problems (Crow, "*Information Literacy*" 51). School librarians assist students to identify their interests and motivate them to continue the process of learning. In the first section of this paper, different types of inquiry are identified. In the second section the way that inquiry can affect student motivation is described. This discussion includes how students can become and stay motivated during the inquiry process. The final section looks at inquiry in the library as a form of play. If school librarians can keep students motivated during the inquiry process, then students gain the tools, skills, and strategies they need to become active members of society in the 21st Century (Kuhlthau, "*Guided Inquiry*" 2).

Inquiry

Inquiry is an active form of learning where students gain the essential skills and knowledge to be successful in and out of the classroom. Students understand inquiry and its processes have a foundation for adapting to a rapidly changing world (Kuhlthau, “*Guided Inquiry*” 2). This section will provide a definition of inquiry as well as the processes of inquiry that students may use. It will also discuss guided inquiry and the gains that can be made using a guided inquiry process. Finally, this section will address how a school librarian can aid in teaching students about inquiry processes.

Defining Inquiry

Learners question and inquire about what they want to know, and this promotes curiosity (Coatney 6). Inquiry is naturally in the mind of students, as they enter school (Kuhlthau, “*Guided Inquiry*” 6, Manzo 63), but it is up to teachers to keep their curiosity going. For this to occur, students need the ability to know where to find information that interests them and how to examine it. Inquiry involves processes where students explore their environment, which in turn inspires them to create questions and make further discoveries using new searches (The Inquiry Page). Inquiry learning promotes natural inquisitiveness by using the information that is in our natural world (Crow and Robins 38). As students develop a desire to learn more, knowing inquiry processes will teach them how to get started and how to examine information to satisfy their curiosity and solve their problems.

"Inquiry is a frame of mind that opens the child to learning through research and leads to deep understanding" (Kuhlthau, “*Inquiry Inspire*” 8). The inquiry learning

process is a continuous cycle or spiral. The steps in the inquiry process require students to be independent. The Inquiry Page describes five steps in the inquiry cycle (Bruce and Bishop 2002). At the first step, students ask meaningful questions based on real-world experiences. Once students develop personal questions, they investigate possible answers or solutions. During the investigation step, students locate resources to aid them in their quest. Sometimes at this stage, students will have to go back and refine their question or come up with a new question to search. At the investigation stage students search for the material they need to answer their questions. Once they have information, they will then be able to create connections, begin to put their thoughts together, and comprehend ideas outside of their own experiences. With these new thoughts they reach the fourth stage where they are ready to share and discuss their ideas. Students at this stage will be learning from others' experiences and investigations as well as their own. Students also take on an active role through the fifth stage of reflecting. As the student reaches the end of the inquiry process, he or she will look back and reflect on how the process went and determine if new questions arose that could turn into a new inquiry cycle (Inquiry page). Once students have gone through the process once, the cycle can happen again, but this time with an extension of the original problem, a different problem, or new question. Through the process students learn that it can take time to arrive at a conclusion. Also within the cycle the steps might be recursive. Learners may be in the middle of the process and determine that they need to go back and re-evaluate what they know. That is also a productive form of inquiry. Learners might interrupt the cycle to pursue new questions. The cycle

can be a lifelong occurrence as students grow and become more independent in their learning.

"Guided Inquiry equips students with abilities and competencies to meet the challenges of an uncertain, changing world" (Kuhlthau, "*Rethinking Libraries*" 3). However, the guided inquiry process is not easy for students to master; determination and motivation will be needed for the process for it to be successful. Sometimes the students are going to need the guidance of teachers or school librarians in the process. Kuhlthau has defined this as "inquiry that is guided by an instructional team to enable students to gain a depth of understanding and a personal perspective through a wide range of sources of information" (Kuhlthau "*Guided Inquiry*" 2). When guided inquiry is well planned, specific results are targeted for students. A well planned and supervised process ensures students' success (Kuhlthau "*Guided Inquiry*" 4). If guided learning is done in such a manner and is intentionally planned, it enables students to learn how to learn by making them take an active role in their learning process (7). Guided inquiry also helps students to make learning their own and to enjoy the process of learning in different content areas (Kuhlthau "*Inquiry Inspires*" 8; Oberg 1999; Eisendberg and Berkowitz 2013).

Students at varying academic standings benefit from the different aspects of guided inquiry. During this process students know that support and aid are there if needed, yet feel confident to try things on their own knowing that though there is a chance for success or failure, learning continues. Librarians can teach the guided inquiry stages in order to reduce the anxiety associated with an assignment that calls for student inquiry (Kracker 285). Students will know that at the different stages of inquiry

they are going to have different feelings; from anxiety to optimism, then back to confusion, and on to clarity, then finally to confidence and personal growth (Kuhlthau "Guided Inquiry" 4; Shannon 20). Knowing this will help students become more at ease through the inquiry process (Kuhlthau "Guided Inquiry" 8). Additionally, if students are given a chance to find information on their own later, this might involve feeling pressure, but will also result in more understanding of the inquiry process (Jansen 29).

Inquiry and the School Library

When establishing inquiry into the library and classroom one factor that school librarians note is the difference between inquiry and information literacy. Information literacy standards have been created so that students are able to access, evaluate, and use information as well as being able to be socially responsible for the information that they have acquired (Stipling "Inquiry", 50). School librarians also aid students to ask meaningful questions, draw conclusions, and follow discovery to construct new knowledge. Students also need the ability to share the new knowledge with peers (50). Inquiry standards are more than the application of skills that are required in the informational literacy standards. Inquiry takes students into deeper learning and understanding of the concepts. Inquiry creates students who are able to understand their responsibilities and are able to self-reflect and assess throughout the process (50). Stripling's Model of Inquiry follows six steps: connect, wonder, investigate, construct, express, and reflect (Stripling "Inquiry Model"). The first step of connecting has students connecting their previous knowledge and continuing to gain background information. The second step includes students developing questions and making predictions or /hypothesis. The third step involves information literacy and takes

students through investigating new information to find answers to questions and hypothesis as well as thinking about the information to create new questions and hypothesis. Next, students construct new understandings that are connected to previous knowledge and continue to draw new conclusions to their questions and hypothesis. The fifth step has students applying their new understandings to new contexts and sharing their findings with others. The final step asks the students to reflect on their new learning and ask new questions . When the school librarian is able to bring both inquiry and informational literacy standards into the library and classroom there is more potential for complete 21st century learners.

When school librarians show students how to use resources for learning, students feel confident and successful (Kuhlthau "*Rethinking Libraries*" 4). Librarians and teachers work with students throughout inquiry process and help them become active participants in the learning. Students learn how to collaborate, share their perspectives, investigate, and discuss their problems with others during the inquiry process (Bruce and Bishop 2002).

Motivation and the Inquiry Process

Librarians and teachers work together to help guide the students through the inquiry process. Students might be excited at the beginning inquiry project, but as the process continues they might get frustrated and want to give up (Crow "*Information Literacy*" 50). If librarians are going to work with the teachers to guide students with the inquiry process, it will help to understand that there might be changes in attitudes students experience throughout the inquiry process. "Motivation to learn is an essential component of academic success" (McClintic 1). Without motivation, getting to school

each day and wanting to learn can be difficult for students. Librarians and teachers motivate students in school, especially during the inquiry process. Motivation for the students can continue to increase if they feel that their teacher is involved in their education and cares about them (Crow "*Information Literacy*" 52). When the school librarian becomes a part of the academic lives of the students, they have the feeling of belonging. This is one way motivation is increased throughout an inquiry process where teachers and librarians guide and encourage students. Students gain motivation even at younger ages if given the opportunity and enjoyment of inquiry (Gillet et al. 82). This produces a higher chance of motivation at older ages, Allowing students to use some of their prior knowledge and background will keep them motivated as they dig deeper into their research (Fontichiaro 48).

Getting students to stay motivated is the role of the school librarian throughout the inquiry process. This section will begin by presenting the difference intrinsic and extrinsic motivation makes during the inquiry process. Next Kellar's description of motivation is presented. Third, how self-determination theory relates to students' inquiry process is explored. Then this section focuses in on how autonomy leads to motivation during the inquiry process.

Intrinsic and Extrinsic Motivation

School librarians look at how students are motivated both intrinsically and extrinsically. Knowing if a student is intrinsically or extrinsically motivated aids the librarian in helping the students through the inquiry process. The ideal situation would be to get all students to be intrinsically motivated through inquiry.

Getting students to be intrinsically motivated helps them find motivation from within, for their own good with no need of rewards (Deci 4), whereas extrinsic motivation exists due to consequence or reward (5). Students at younger ages might not be able to understand their true desires and therefore might not get the benefit from intrinsic motivators (Guay 728). However a goal of educators is to foster intrinsic motivation when possible because extrinsically motivated students embrace only the rewards they receive, not what they are learning from the process of satisfying their curiosity (McClintic 8).

If students are motivated intrinsically, they not only learn, but get more from the process. Fostering students to be more intrinsically motivated gives them the chance to know what they appreciate. This in turn will become beneficial because they will find, as they grow and learn, which activities bring them the most enjoyment and how they can be best assisted in the classroom or library (Guay 729). The more they see themselves as competent learners the more motivated they will be (730).

With intrinsic motivation students want to accomplish the desired tasks and be creative; but deadlines, threats, or rewards turn intrinsic motivation to extrinsic motivation which tends to decrease creativity and problem solving processes (Crow "*Information Literacy*" 49; Crow "*Researching Stuff*" 35). Students that have more intrinsic motivation show more classroom engagement and higher scores, whereas extrinsic motivation serves as a negative predictor (McClintic 2). In the world of standardized testing, school librarians who do what is best for their school and their students work to make the students intrinsically motivated so that they not only put forth

more effort, they will also become better educated and ready for the work force (Froiland 92); and, in turn, be more active and effective members of the 21st century.

Keller's Model of Motivation

Motivation is defined as the values, beliefs, and behaviors that give individuals a reason to do something (Cambria 16). Getting students motivated can be a difficult task because many times they just don't want to be at school and definitely do not want to take part in an inquiry process. Librarians assist and aid these students when they can help get them motivated and excited to learn. Using Keller's model of motivation, librarians guide students through the inquiry process while aiding them in motivation.

Kellar's ARCS model (Kellar) has four areas librarians could use to get the students motivated; attention, relevance, confidence, and satisfaction. The first area in Keller's Model of Motivation is the attention stage. This means getting the students ready to go and excited from the beginning of a learning activity. Many times this requires using surprise or uncertainty to get them interested or hooked. The second area is to help students find relevance in the activity. This suggests finding personal relevancy for each student that will help him or her enjoy learning. The third area involves building confidence in the students. Getting students to feel confident builds motivation for the present and the future. The final stage of motivation is to help student experience satisfaction. This could be accomplished through academic achievement or praise given to the student of the positive feelings that come from a job well done (Kellar). Inquiry begins with students' natural curiosity, which directs their attention. Because curiosity is intrinsic, it is relevant. Students build on prior knowledge during inquiry, which builds confidence. When students work through all the steps of an inquiry

process they feel is worthwhile, they get enjoyment and are able to feel successful. In this way that inquiry is inherently motivating.

Self-Determination

Getting students motivated helps with the success of not only the student but the school system. If a school librarian can foster the students' sense of pride in what they are accomplishing, then the student will be motivated to work hard. Self determination promotes interest in learning, helps students to value their education, and helps them gain confidence in their abilities to learn and grow (Deci et al.1).

Deci et al. identify three characteristics involved in self-determination: competence, relatedness, and autonomy (3). Competence, like Keller's stage, 'confidence,' gives students an expectation of attaining their desired outcomes. Relatedness involves relationships with the peers that are enhanced by the performance of tasks that involve sharing with others. Given autonomy, the student behaves as an independent, active learner accountable for his or her own actions. Getting students to experience these three characteristics will not only produce motivation but will allow students to learn the importance of what they are doing and why they are doing it. When showing self-determination, students also get more attention from the teachers (17). With this understanding, school librarians can assist students in gaining self-determination through the inquiry process.

Students will be more likely to follow the inquiry process if they see the reasoning behind the activity, are given choices with little pressure, and feel that they are accepted socially, and so are their ideas (Deci et al. 14). Allowing students to work through problems and gain their autonomy and self-determination will lead to their success in

the future and prepare them to be active in the inquiry process and as citizens of the 21st century (Deci et al.18; Crow "*Exploring the Experiences*"14).

Autonomy

Inquiry, by definition, is autonomous. Inquiring students work independently and search for the sake of their own curiosity. Getting students to be autonomous can be difficult. However if teachers model their passion and autonomy for students this will enhance the motivation and autonomy of the students, who then share this passion for autonomy with their peers (Froiland 95). Allowing the students more choice in the classroom help them increase their autonomy and their desire for it (Crow "*Information Literacy*" 50). As school librarians see that students are self-regulating and intrinsically motivated, they support autonomy in and out of the classroom (Deci et al. 17). Allowing for autonomy gives the students a chance to get more involved in their own tasks, have more positive emotions towards the inquiry at hand, and achieve better grades (Guay 713).

Allowing too much or too little autonomy can hurt the students (Deci et al.16). The school librarian determines how much autonomy is given to the students and when it is given. If given at the right time in the right form, then students are not only able to gain a better grasp of what is being taught (7), they are also able to internalize and enjoy their inquiry process, which in turn will provide further motivation. Getting students moving towards more autonomy takes more than just the support of the librarian. If the teacher, parents, and the librarian work in partnership, the chances of the student being ready for more autonomy are greater (18), therefore creating a life-long learners and stronger members of the 21st century society.

Play in the Library

Students are asked to come in to school each day and be ready to learn. Students will sit hour after hour and listen, take notes, and complete work as directed. However, only part of the material that they learn is actually internalized. Giving students the chance to use games or play can help to develop peer involvement, release tension, develop cognitively, increase exploration, and feel the learning environment is a safe haven (Crow "*What Motivates*" 25). This final section will explore how play in the library can aid in the motivation of the inquiry process. Examples show different ways in which motivation is important in guiding students through an inquiry process which will prepare them to become active citizens of the 21st century.

Getting the students into the library and allowing for play is beneficial in many ways. When students are able to come into the library and play, they expand their thinking process; because, in the library, play involves students asking questions and finding answers (Crow and Robins 36). Giving students a chance to use the questions created during play allows them to be more autonomous and therefore more motivated for the inquiry process. When allowing for inquiry and discovery learning in the library, students are able to explore and solve problems in which they can manipulate objects, experiment, and discover new ideas on their own and within their own interests (38). Students are asked to become knowledgeable, and one way that they accomplish this is by using their imagination and play in the library (Bane 23).

Using instructional games in the library allows students to become more engaged in authentic learning (Fox 51). When allowing students to become active learners in the knowledge construction process they are playing with ideas and not just covering the

curriculum (50). This in turn allows students to internalize the learning and continue to build motivation for natural inquiry. The library is a place where students go through this process and are able to be free with their ideas and choices. To ensure success when bringing games into the library requires an educational game, because these games have the elements of strategy, entertainment, and competition (Fox 51).

Using play in the library can aid students in becoming motivated during the inquiry process. During this time students are able to make choices and learn more about what they are interested in without the chance of failure or external factors that would cause them to feel restrained. Promoting play in the library brings students the opportunity to explore during the inquiry process as well as allowing them to learn curriculum with more motivation. The more motivation they have and more enjoyment they feel when in the library will increase the odds of students continuing the inquiry process on their own.

Conclusion

Getting students motivated to research and to utilize their inquisitive nature in the library takes intentional planning and work for the school librarian. In the end, if the work is done so that the students understand the process, there is a higher chance that they will work more in the library, enjoy the inquiry process, and want to continue to use inquiry in their daily lives. Librarians who promote inquiry create motivated students who are productive members of the 21st century.

CHAPTER 3 CONCLUSIONS AND RECOMMENDATIONS

Keeping students naturally inquisitive and motivated to continue their education is the goal for schools today. When students stay motivated and able to complete the inquiry process, they will have the tools, skills, and strategies to become active members of the 21st century. This chapter will look at the following questions: what is the process of inquiry and how does it affect student achievement? What are the different types of motivation that affect student achievement? What are the ways in which the school librarian can promote student motivation? Each question is addressed in a separate section in this chapter.

The Inquiry Process

"Inquiry provides a framework for learning" (AASL). When inquiry is instilled into the curriculum, students ask questions, which continues to promote curiosity. When inquiry steps are taught correctly and students are able to follow them, they will then be able to independently move through these steps and take on new problems as they arise.

There are five stages that will take place during an inquiry cycle. The first stage has students asking questions and finding the problem that they need to find an answer to. The second stage involves the students investigating the resources and their prior knowledge to find the solutions to their questions or problems. Third, students use the information they discovered to create new knowledge and products. In the fourth stage, students find others with whom to discuss their discoveries. Finally, students reflect on their findings. These reflections lead students to a final evaluation of the problem or the

knowledge they created. This could also lead them to a new question or problem to inquire about, which starts the inquiry cycle all over (Inquiry Page).

Mastery of the inquiry cycle is not easy for students, and many will need to be guided through the inquiry steps by a teacher and school librarian. During guided inquiry teachers and school librarians collaborate and intentionally plan to help students through the inquiry process. When the teacher and school librarian work closely with students, they are not only guiding them through the inquiry stages, but gives them someone to turn to if they encounter negative emotions and struggles during the process. When guided in a positive manner, students realize that there may not always be success in the inquiry process and that is okay. If guided correctly, students will continue to grow more independent as they exercise their inquiry.

Types of Motivation and Student Achievement

Getting and keeping students motivated helps to move students through the inquiry process. Allowing students to use their prior knowledge and interests is a way to begin building motivation for the inquiry stages. It is then up to the school librarian and teacher to find ways to keep the students motivated through the inquiry stages and complete the cycle. If students are able to be successful, they will in turn be more motivated to want to take on future inquiry processes.

Many students will enter school extrinsically motivated, enjoying the rewards and treats that they get for doing the right thing and completing a task. However, the goal of the school librarian is to get the students to become more intrinsically motivated. When students are intrinsically motivated they will do the work because it makes them feel confident, accomplished, and good about themselves. When students become

intrinsically motivated, they are more likely to want to continue through inquiry processes because they enjoy it and feel successful.

When motivating students, the school librarian evaluates the levels of motivation of the students. Once the level of motivation is evaluated, the school librarian builds on it. One way to motivate students is to use Kellar's Model of Motivation (Kellar). This model includes four stages: getting and holding the students' attention, helping the students find the relevance in the given task, making sure the students' have the confidence to continue the process, and finally building students' satisfaction in the work.

Another way to build on students' motivation is to build on the students' self determination to complete and continue the inquiry process. The self-determination theory has three components. These components include: competence, relatedness, and autonomy (Deci et. al 3). When students are able to experience these, they are able to build the confidence and determination to continue the inquiry process. Once confidence and motivation is built, there is a higher chance of students continuing to move through different inquiry processes.

Motivation is contagious. When students are motivated they can help build motivation in their friends. Additionally, when students become autonomous they are able to work through the inquiry process and share their excitement and successes with others. When others are able to see that they can be successful and autonomous, they will be motivated to experience inquiry in action. The school librarian aids this type of motivation by giving the students just the right amount of autonomy. Too much or too

little can be a hindrance in building motivation. However, if done "just right", students can be autonomous, successful, and ready to move through new inquiry processes.

Roles of the School Librarian

Knowing that the inquiry process is important to the future of students and their education, the school librarian will work closely with the classroom teachers and collaborate with them starting at the planning stage and continuing throughout the inquiry cycle. When the school librarian is a part of this process, students see that there are other people to turn to. They will also feel that others will be there to share in their success or failures. This in turn builds their motivation for the inquiry process.

One way the school library is part of the inquiry process is when it adds play into the mix of activities available. During play, students become more active in the construction part of their learning and able to use the resources available to them. They get the opportunity to internalize what they are learning and build their motivation for participating in the inquiry process. Bringing play into the school library gives students the opportunity to make choices and explore without the chance of failure. Knowing that they have this opportunity without negative consequences, students feel more comfortable in the library and know that there is help if needed. This will continue to help build confidence and motivation in their ability to learn through inquiry.

As a part of the support system, the school librarian builds students' confidence and motivation as they act on their inquiry. If students learn that the library is a positive and helpful place to be, as they continue their education, they will know that there is a support system they can use in their future inquiry endeavors.

Conclusion

As we are shaping our future, and working to make the students ready to take on their future problems and tasks, it is important that we show them that they can be successful and can complete an inquiry process. Inquiry is going happen in their everyday lives, giving them the knowledge and resources to be successful motivates and gives them confidence to take on any task or problem that is presented to them. The school librarian and the library media program play a big role in helping to build the 21st century learners and leaders.

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