**Title:** Defining Research as Inquiry

**Purpose:** The goal of this activity is to help students start to develop an understanding of research as an ongoing process of inquiry, rather than a straightforward process of compiling information on a topic. Students develop initial definitions of “research as inquiry,” review and discuss resources related to the concept, revise their definitions, and reflect on how the concept relates to their research practices.

**Framework Concept:**

* **Research as Inquiry**

**Learning Outcomes**

After completing this activity, students should be better prepared to:

* consider research as open-ended exploration and engagement with information
* value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process

**Instructions:**

* Have each student write a 1-minute response to the following question: What do you think the phrase “Research as Inquiry” means?
* Show students one or more of the following videos or resources:
  + [Research as Inquiry](https://www.youtube.com/watch?v=5kTQlhuBRjc) (Video)
  + [How Library Stuff Works: Research as Inquiry](https://www.youtube.com/watch?v=YsM00xfCTZs) (Video)
  + [Research as Inquiry](https://go.osu.edu/researchinquiryframe) (Overview)
* In pairs or small groups, have students discuss the videos:
  + How did the description of research as inquiry presented in the video(s) align with their own understanding of the phrase (from their 1-minute papers)?
  + How did the description of research presented in the video(s) compare with their own view of the purpose of academic research?
* Have each group or pair develop a definition of “Research as Inquiry”
* Ask a few groups to share their definitions, compare and discuss.
* Have students write a reflection focused on how they may apply this new understanding of research to their own research process.