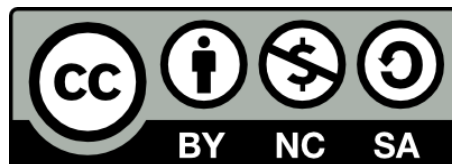




## Glossary

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This living glossary will be continually updated with terminology helpful for understanding and applying the Open Inquiry Toolkit, virtue epistemology, and intellectual virtues to research instruction.

**ACRL Framework** — The [Framework for Information Literacy for Higher Education](#) provided by the Association of College and Research Libraries (ACRL), defining six threshold concepts for information literacy – authority is constructed and contextual, information creation as a process, information has value, research as inquiry, scholarship as conversation, and searching as strategic exploration – along with knowledge practices and dispositions associated with each concept.

**Assignment guide** — An instructor-facing resource providing guidance on the development, design, communication, and assessment of course-related research assignments.

**Certainty Trap** — “a resolute unwillingness to consider the possibility that we might not be right or might not be right in the way that we think we are” ([Redstone](#) 2022).

**Classroom discussion guide** — An instructor-facing resource providing guidance on the development, design, communication, and assessment of classroom discussions, whether face-to-face, online synchronous (chats), or online asynchronous (forums).

**Cognitive bias** — A distortion in thinking, reasoning, and information seeking that is intrinsic to the human condition.

**Confirmation bias** — The tendency to notice and give greater attention and credence to information that affirms one’s existing beliefs.

**Cognitive dissonance** — The tendency to engage in motivated reasoning and avoid information that challenges one’s existing beliefs and attitudes, or otherwise makes one uncomfortable.

**Conformity** — The tendency to adopt or espouse attitudes and beliefs according to group norms.

**Course design guide** — An instructor-facing resource providing guidance on the development, design, communication, and assessment of a course or program of study.

**Curiosity** — The capacity to observe, ponder, and inquire, characterized by a propensity for wonderment about the world and a desire to understand it by being attentive and asking questions.

**Epistemic responsibility** — An appreciation for the epistemic interdependence of all thinkers and the necessity of epistemic community characterized by an embrace of intellectual pluralism and the civil exchange of ideas and information.

**Information literacy** — “The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” ([ACRL](#)).

**In-group bias** — The tendency to prefer members of one’s in-group relative to one’s out-group that can contribute to polarization and tribalism.

**Intellectual autonomy** — The exercise of intellectual agency in inquiring and gathering, attending to, evaluating, and synthesizing evidence and reasoning in the pursuit of knowledge and understanding exemplified by independent thinking.

**Intellectual humility** — A willingness to acknowledge the limitations and imperfections of one’s own knowledge and to identify and admit what one doesn’t know.

**Intellectual tenacity** — The capacity to withstand intellectual challenges while maintaining intellectual carefulness, thoroughness, and diligence, characterized by the willingness to exert effort in thinking, reasoning, and learning.

**Intellectual virtues** — The qualities and character strengths that enable good thinking and learning; dispositions to think and act in ways that promote true belief, knowledge, and understanding.

**Mere exposure effect** — A tendency to prefer the familiar.

**OER** — See Open Educational Resource (OER).

**Open-mindedness** — An encompassing motivation to see things as they are, characterized by the willingness to challenge an existing belief in the pursuit of knowledge and understanding through due regard for evidence and reasoning.

**Open Educational Resource (OER)** — Teaching and learning materials that are free to reuse, adapt, modify, or remix, according to the terms of an open license (such as a [Creative Commons](#) license) or that are copyright-free / public domain.

**Open inquiry** — The application of intellectual virtues, including curiosity, open-mindedness, intellectual humility, intellectual tenacity, intellectual autonomy, and epistemic responsibility, to the discovery, communication, and use of information in creating new knowledge and understanding.

**Open Inquiry Toolkit** — Instructor-facing resources providing guidance in the development, design, communication, and assessment of curricula, course-related assignments, and classroom discussions that cultivate habits of mind grounded in intellectual virtues needed for research and learning, both individually and in community.