

In the name of Allah the most merciful, the most
beneficent and the most gracious.

Inquiry Method

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Content

- ❖ Introduction
- ❖ Phases of inquiry method
- ❖ Interaction
- ❖ Clarification
- ❖ Questioning
- ❖ Merits
- ❖ Demerits

Inquiry Method

- ❖ Inquiry education (sometimes known as the inquiry method) is a student-centered method of education focused on asking questions.
- ❖ Central focus (student understanding)
- ❖ Actively participate in inquiry learning in order to find solution and able to develop questions.
- ❖ Focuses on students investigation and learning.
- ❖ Teacher is a facilitator ,provide guidance and supports students through learning process.

Phases of Inquiry Based Learning

1. Interaction

The first phase of inquiry-based learning is one characterized by interaction.

This interaction can be:

- a. Student-to-material. This material is ideally obtained through formal (i.e., research) and informal (e.g., reading, social and digital media, collaboration) means. It can be modeled or supplemented by teacher-provided materials
- b. Student to peer. This interaction is chosen by teacher or student, informed by need for information and perspective.
- c. Student to expert. (experts within relevant fields at accessible levels)
- d. Student to media. (digital, text, pure data, etc.)

Tone: Open-minded, curious, unburdened, playful



2. Clarification

- a. This happens by analyzing data, identifying and clarifying misconceptions, and otherwise “getting a feel” for the scale, nature, and possibility of selected topics of inquiry.
- b. After skimming, reading, watching, and otherwise interacting with a variety of media, this stage of the inquiry process is centered around students clarifying both their own thinking, and the nature of “things” around them: ideas for projects, scientific challenges, opportunities for revision, need for design thinking, a new scale to tackle persistent problems, etc.
- c. Thinking patterns are both inward and reflective, and outward and communicated. In that way, students both reflect on their own knowledge, while beginning to identify possible pathways forward

Tone : Slightly more focused, reflective, independent, cautious



3. Questioning

The questioning phase is a critical phase of the inquiry-based learning process, if for no other reason than misunderstandings, lack of organization, uneven confidence, or an inability to see the “big picture” surface here more clearly than other phases.

Students and teachers alike must also be able to trust the nature and patterns of inquiry that are often recursive and iterative: They often move back and forth between phases, and new skills and understandings can be obtained in frustratingly small increments. Inquiry-based learning is more about the process, tone, and instincts of learning than other “tidier” academic forms, which can require both students and teachers to adjust their measures of progress, quality, and success.

Tone: Creative, confident, interdependent

Merits and Demerits

Merits of Enquiry Method

By making use of this method, following advantages are obtained by teacher as well as students:

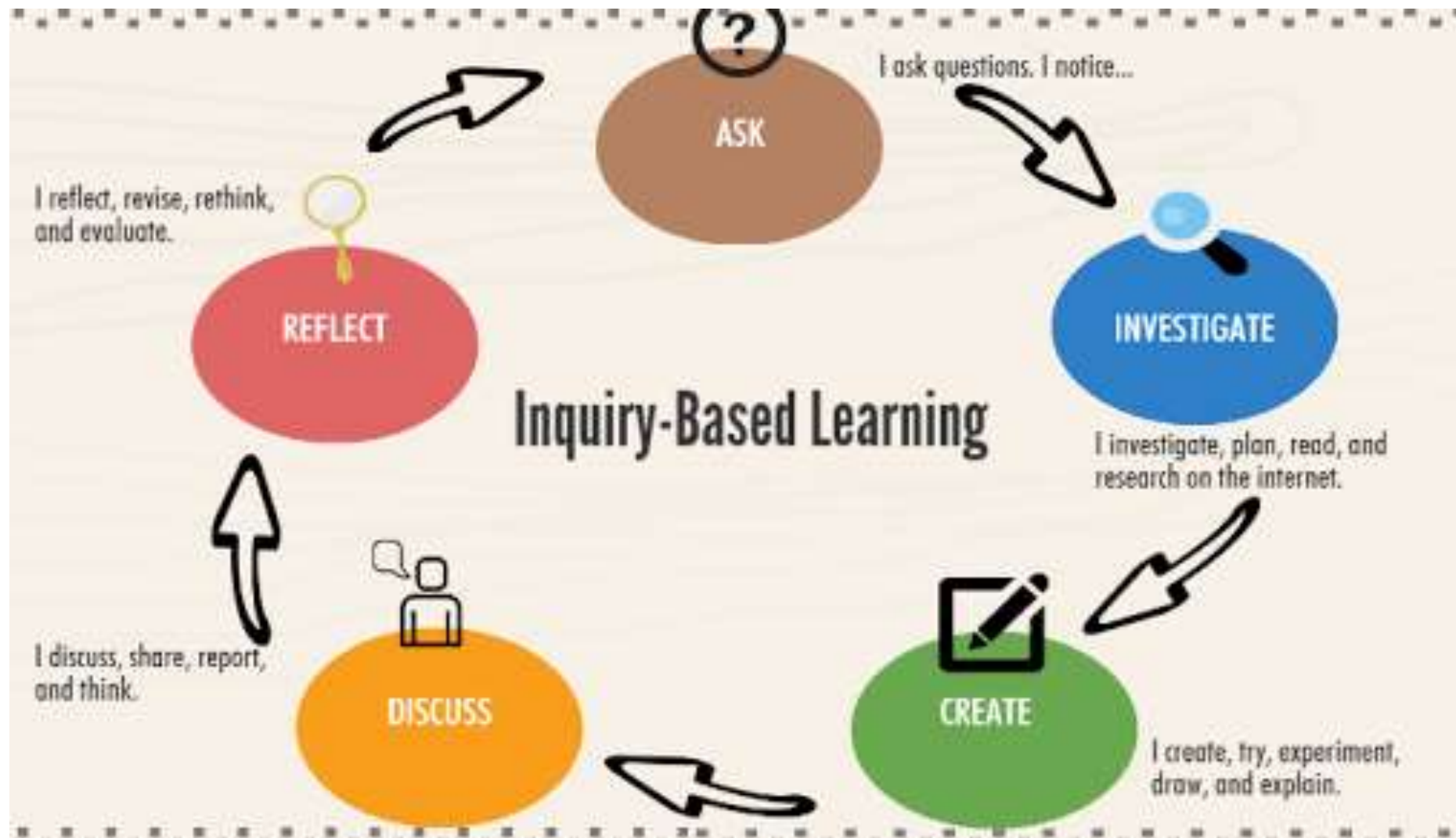
- a.** Teacher can keep a vigil check on the activities of the students as it is the teacher who evokes the responses in the students through the puzzling event.
- b.** Through this method, students get the opportunity to learn various kinds of information on their own. They do not rely on the readymade information provided by the teacher in any way. Thus, this method helps in making the students creative in their own way.
- c.** As students do not accept hypothesis designed by them on the basis of information provided by teacher, thus they learn to verify the hypothesis after reading and experimentation processes



Demerits of Enquiry Method

This method has some limitations also, mention of which are as follows:

- a.** It is not possible to use this method under the structured school curriculum as it is slow in nature and requires a lot of time.
- b.** This method can only be used properly if the teacher who is making use of it is creative. Not only this, if the teacher does not know how to arrange practical experiments work, then also he cannot make use of this method properly.
- c.** As students of different mental capabilities attend the same class in the school, thus it is not possible for all of them to learn various information's through this method effectively.
- d.** If all the students do not take participate in question asking function, then the class room will become dominated by few students, as a result of which other less able students will feel a sense of neglect.





Hope you learned something from
ourside.

Thank You!