

# Inquiry on Inquiry

Wednesday, February 25, 2009  
16:28

- What kinds of questions foster higher level thinking?
- What are college teachers views of inquiry?
  - constraints / challenges

Sometimes it's not what the teachers ask but what the students ask

What about teaching by reflection?

- why not give an answer that is startling, counter intuitive, etc, and then the student will go home and mull over it?
- is inquiry-based learning a good way to teach everything?

We really want students to be reflective and meta-cognitive.

Inquiry-based learning. it's often hard for students to pin down "what they've learned"

knowledge output by prof  $\propto \frac{1}{\text{understanding}}$

What if you have the student go to traditional lectures, but then do only oral exams?

This allows instructors to know what's going on really fast, can tailor other things, etc

Also encourage constructivist learning by having the student to go home and self reflect.

Because the assessment matters alot.

What kinds of questions should be asked.?

- 60% of teacher's questions require students to recall facts
- 20% require students to use higher cognitive processes
- the remaining 20% are procedural

Teacher attitude:

- super important
- will the teacher think you're dumb.?
- there are no dumb questions.?
- there are no dumb answers.?
- making fun of students is not okay either.

Active Learning good! Yay!

Probing questions: encourage students to extend their answer, clarify responses, or justify their responses

When a student offers a wrong answer the prof should draw out the right answer

- can help clear up misconceptions
- hold student accountable

→ help student articulate

Brown, et al paper

→ the professors' definition of inquiry often was the one they "grow up" with.