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**Engagement:** Prior knowledge about Inquiry-Based Teaching.

This is a chance to address and discuss previous ideas and misconceptions regarding the concept of inquiry-based teaching. Allow students to brainstorm.

- What is Inquiry-Based Teaching?
- How has it been experienced in the classroom?

**Exploration:** An explanation of what Inquiry-Based Teaching is.

Discuss the defining characteristics of Inquiry-Based Teaching.

- Empowers students to take charge of their learning
- Teachers ask instead of tell
- Asking guiding questions and answering student’s questions
- Students apply knowledge to new scenarios
- Classroom environment parallels what scientists face in the real world

**Explanation:** Applying Inquiry-Based methods to our lessons.

In small groups, walk through the 5E lesson outlines and discuss how to present them in ways that emphasize inquiry-based learning.

- How can we incorporate these techniques to make inquiry-based lessons?
- What background information must students be provided with so that they can arrive at conclusions on their own?

**Elaboration:** Understanding the imperfections of Inquiry-Based Teaching.

There are times when Inquiry-Based Teaching may not be the most effective. Hypothesize about situations when this may be true and discuss why.

- When is inquiry-based teaching appropriate?
- When is it problematic?
- How can we distinguish between when it is appropriate or not?
- Need basic foundation of knowledge first
- Ex. Instructions for data collection often needed for consistency’s sake
**Evaluation:** Assessment of understanding.

With exposure to the Inquiry-Based Teaching method, revise the 5E outline to reflect these techniques.

- Which of the 5E’s did you change the most?
- How does Inquiry-Based Teaching improve the effectiveness of the lesson?
- Moving forward, what are some take-home messages about Inquiry-Based Teaching?