

Journal on ch4

Education



The Effectiveness of Inquiry-based Instruction In the past, I never had the practical knowledge of inquiry-based instruction. I had simply heard about it and how much it would be useful to students, who are studying science. After going through the guide on inquiry-based instruction that is provided in the summary of chapter four, I have discovered so much information on this subject. I learned that it is a teaching and learning technique that bases on the constructivists theory. I also know that the National Science Education strongly recommends that the inquiry-based instruction be included among the different methods of teaching science. I tend to believe that the module of inquiry-based instruction also enables teachers to make the learning (of science mostly) easy, not only conveying it. It is because the learners are enabled to bear responsibility for their knowledge and understanding of what they study and construct. I strongly agree with the information provided in the chapter, that it is difficult to conduct the analysis of these studies. It is true that the variations in the terms used to define the instructional methods (BSC 2006). I don't think other contemporary instructional techniques are superior to inquiry-based approaches unless they are evaluated wholly. The assessment of superiority among various instructional techniques should be based on the effectiveness of the variables involved and the level of interest the study mode invokes. The comparison should also involve the feelings of success and the level of excitement each instructional technique awakens. I also have the conviction that inquiry-based instruction technique can contribute significantly to the effectiveness of my teaching. It is for the simple fact that the technique engages both the teacher and the learners in the learning activity and to bear responsibility for making their knowledge and understanding (BSC 2006). Though the inquiry levels may vary, learners

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can prioritize evidence, compose explanations, evaluate their descriptions, and justify their proposed descriptions. As a teacher, the method is, therefore, helpful in facilitating my teaching effectiveness.

References

BSC. (2006). Why Does Inquiry Matter? Because That's What Science is All About!