
This study examined inquiry based learning at three Australian universities. They explored the learning tasks that were described by 224 teachers. The article summarized the forms of inquiry based learning (IBL) that the tasks represented in the variety of disciplines, class sizes, and levels of student (undergraduate and graduate students). They found that there were two common themes in the tasks were identified. The first theme was active learning while the second theme was that the tasks were problem/question driven as opposed to topic driven. Two other conclusions were discussed; practical/logistical issues in using IBL and concerns about the authenticity of the research activities in terms of building knowledge. The value of the article is not limited to the conclusions but in the sections that address definitions of IBL, forms and dimensions of IBL, and educational objectives of IBL.


This qualitative study describes the process of three faculty implementing inquiry-based learning (IBL) in their settings. The focus of the article is on how the instructors made decisions related to using IBL in their classes. They provide an interesting representation of their decisions and their perceptions of the efficacy of their decisions. Comments from the instructors provide a window into how they were thinking about using the IBL approach in their classrooms.


Sociologists often look for ways to facilitate their students’ abilities to think like a sociologist. In this article, the authors describe inquiry based activities that were developed in a workshop to facilitate instructors’ understanding of inquiry based learning.


In this paper, the authors provide a definition for inquiry-based learning and use it to discuss how they made changes in their pedagogical approaches to make their curriculum more inquiry based. They conclude by discussing the new role for students in inquiry based learning and make suggestions for how to accomplish preparing the students.
This article describes the use of inquiry based learning in several disciplines by faculty who were using it for the first time in the following disciplines; philosophy, journalism and mass communications, business and technology education, public health, civil engineering, and social work. They describe the fundamental of inquiry based learning (IBL) as they understood it, strategies and implementation of IBL, student responses to IBL, and what they see as the implications of IBL for higher education.


This guide provides an overview of inquiry/enquiry-based learning and some of the frameworks that this perspective uses in their conceptualization of inquiry-based learning. The guide includes an example of an inquiry-based approach in Literary Studies class.


In this instructor guide, Dr. Hanson describes the perspective of the Process-Oriented Guided Inquiry Learning (POGIL) approach for the chemistry classroom. The guide provides a good discussion on why this approach is useful for student learning. Multiple examples of tools and explanations of strategies to use in the POGIL classroom. An extensive reference list is provided.

Journal of Inquiry-Based Learning in Mathematics http://www.jiblm.org/index.aspx

This journal offers examples of course materials that have been developed by instructors placing students at the center of the instruction one of the key principles in inquiry-based learning. Detailed course notes are provided. In some of the examples, there are student notes available so that students can work through the content independently.


Another example of how inquiry-based learning (IBL) is implemented in a Creative Writing course. For these faculty, using IBL was a way to embed their research in their teaching. They participated in a campus wide initiative to use IBL in their courses. They describe their process and insights gained as they put students in the role of writers.