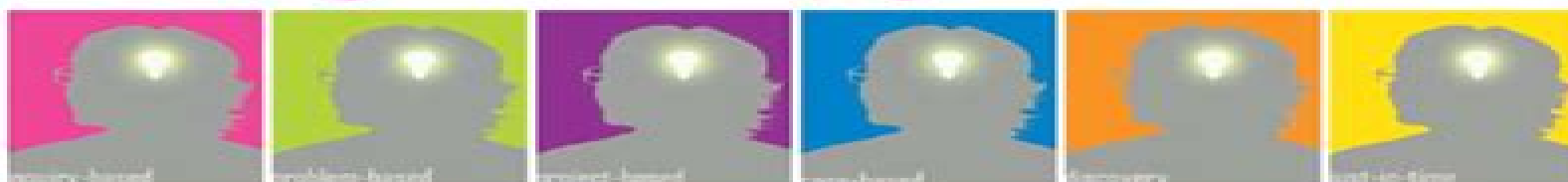


The Many Faces of Inductive Teaching and Learning

By Michael Prince
and Richard Felder



This study examines the effectiveness and implementation of different inductive teaching methods, including inquiry-based learning, problem-based learning, project-based learning, case-based teaching, discovery learning, and just-in-time teaching.

Science courses are traditionally taught deductively. The instructor first teaches students relevant theory and mathematical models, then moves on to textbook exercises, and eventually—maybe—gets to real-world applications. Often the only motivation students have to learn the material, beyond grades, is the vague promise that it will be important later in the curriculum or in their careers. Failure to connect course content to the real world has repeatedly been shown to contribute to students leaving the sciences (Seymour and Hewitt 1997; Kardash and Wallace 2001).

A better way to motivate students is *inductive teaching*, in which the instructor begins by presenting students with a specific challenge, such as experimental data to interpret, a case study to analyze, or a complex real-world problem to solve. Students grappling with these challenges quickly recognize the need for facts, skills, and conceptual understanding, at which point the teacher provides instruction or helps students learn on their own. Bransford, Brown, and Cocking (2000) survey extensive neurological and psy-

chological research that provides strong support for inductive teaching methods. The literature also demonstrates that inductive methods encourage students to adopt a deep approach to learning (Ramsden 2003; Norman and Schmidt 1992; Coles 1985) and that the challenges provided by inductive methods serve as precursors to intellectual development (Felder and Brent 2004).

Inductive teaching methods come in many forms, including discovery learning, inquiry-based learning, problem-based learning, project-based learning, case-based teaching, and just-in-time teaching. Few studies have examined these methods as a group. Prince and Felder (2006) provide an extensive analysis of the conceptual frameworks and research bases for inductive teaching, review applications of inductive methods in engineering education, and state the roles of other student-centered approaches, such as active and cooperative learning, in inductive teaching. This paper briefly reviews the distinguishing features of the principal inductive methods, describes illustrative applications in the sciences, discusses practical issues of implementation, and suggests resources for instructors who wish to use one or more inductive methods in their own teaching.

Inductive teaching methods

What inductive methods have in common is that students are presented

with a challenge and then learn what they need to know to address the challenge. The methods differ in the nature and scope of the challenge and in the amount of guidance students receive from their instructor as they attempt to meet the challenge.

Inquiry-based learning

In *inquiry-based learning* (also known as *inquiry-guided learning* or *guided inquiry*), students are presented with a challenge (such as a question to be answered, an observation or data set to be interpreted, or a hypothesis to be tested) and accomplish the desired learning in the process of responding to that challenge. As with all inductive methods, the information needed to address the challenge would not have been previously covered explicitly in lectures or readings, although it would normally build on previously known material. Inquiry has frequently been found to be more effective than traditional science instruction at improving academic achievement and the development of thinking, problem-solving, and laboratory skills (Smith 1996; Haury 1993; McReary, Golde, and Koeske 2006; Shymansky, Hedges, and Woodworth 1990; Rubin 1996; Oliver-Hoyo and Allen 2005; Oliver-Hoyo et al. 2004). Colburn (2006) recommends focusing inquiry-based activities around questions that call for experimental investigation, involve materials and situations

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Many Faces Of Teaching

**Beverley H. Johns, Mary Z.
McGrath, Sarup R. Mathur**



Many Faces Of Teaching:

The Many Faces of Special Educators Beverley H. Johns, Mary Z. McGrath, Sarup R. Mathur, 2010-01-16 Those who enter the special education profession should be recognized as positive contributors to society This book celebrates the many talents of special educators and how those talents are utilized throughout all facets of life It provides an excellent view of the positive dispositions of special educators and can also be utilized by employers seeking to employ special educators who possess these dispositions

The Many Faces of Tolerance Ewa A. Golebiowska, 2014-05-23 This book presents a systematic account on Poles attitudes toward ethnic religious political and sexual minorities It investigates Poland s reputation as an intolerant anti Semitic and homophobic country Counter to a simplistic image of Poland as a hotbed of intolerance the book shows that Polish intolerance has many faces For one thing Poles attitudes toward diversity vary from one group to another For another the extent to which Poles attitudes are more or less negative depends on the right or activity they are asked to support and who the respondents happen to be The book is the most comprehensive and empirically sophisticated synthesis of Poles attitudes toward diversity to date Previous research tends to describe Poles attitudes toward a single minority at a time and only examines subgroup differences in their thinking about diversity The Many Faces of Tolerance is a multi faceted analysis of Poles sentiments toward historically and currently discriminated against groups that assesses Poles acceptance of different minorities and authoritatively analyzes its sources As part of this endeavor the book develops a ranking of influences on Poles tolerance undertakes a forecasting of future changes in tolerance in Poland and proposes practical strategies to ameliorate existing intolerance

The Many Faces of School Library Leadership Sharon Coatney, Violet H. Harada, 2017-03-29 Completely revised with even more contributions added by practicing school librarians this book further examines the responsibility to lead in many areas and identifies the real world day to day application of established theory and best practices In today s educational landscape school librarians need to lead the way in many areas including advocacy literacy technology curriculum vision collaborative instruction and intellectual freedom All of these areas are vital to building and sustaining a school library program that enhances and encourages student achievement as well as to providing enhanced services to students and faculty This revised edition of The Many Faces of School Library Leadership offers invaluable insights from recognized leaders in the field of school librarianship that detail leadership roles embraced by accomplished practitioners and consider the research regarding best practices An essential read for practicing school librarians as well as for pre service school librarians it offers today s school librarians actionable advice for strengthening their roles underlining their value and protecting their future all while boosting student learning and achievement The expert guidance and perspectives in this book will bolster those who are facing enormous challenges to meet them and allow school library staff to protect their jobs and to save school library programs from extinction

The Many Faces of Homosexuality Evelyn Blackwood, 2013-04-03 This groundbreaking book examines the diverse manifestations of homosexuality in various historical

periods and non Western cultures The distinguished authors examine Kimam male ritualized homosexual behavior Mexican homosexual interaction in public contexts male homosexuality and spirit possession in Brazil and much more *The Many Faces of Clio* Q. Edward Wang, Franz L. Fillafer, Georg G. Iggers, 2007 Born in Germany Georg Iggers escaped from Nazism to the United States in his adolescence where he became one of the most distinguished scholars of European intellectual history and the history of historiography In his lectures delivered all over the world and in his numerous books translated into many languages Georg Iggers has reshaped historiography and indefatigably promoted cross cultural dialogue This volume reflects the profound impact of his oeuvre Among the contributors are leading intellectual historians but also younger scholars who explore the various cultural contexts of modern historiography focusing on changes of European and American scholarship as well as non Western historical writing in relation to developments in the West Addressing these changes from a transnational perspective this well rounded volume offers an excellent introduction to the field which will be of interest to both established historians and graduate students *The Many Faces of Teaching* Thomas H. Buxton, 1987 Any student reading this book will certainly have a true picture of what it takes to be a teacher The thematic form and organization of the book is most clever Using outstanding teachers to give realism to the descriptions is quite innovative I d like all of our undergrads to read this book Excellent summary at end **The Many Faces of Taiwan's Cultural Diplomacy** LIT Verlag, 2022-08-23 This is a pioneering book on Taiwan s cultural diplomacy It argues that cultural diplomacy is a subset of public diplomacy aiming to utilize useful cultural resources to demonstrate Taiwan s soft power so to increase the public s understanding and create positive impression toward Taiwan in the like minded countries It then identifies three effective areas to implement cultural diplomacy films music and the academic field of Taiwan studies Dr Astrid Lipinsky is Managing Director of the Vienna Center for Taiwan Studies at University of Vienna Austria Professor Hsin Huang Michael Hsiao is Chairman of Taiwan Asia Exchange Foundation Taiwan *The Many Faces of Imitation in Language Learning* Gisela E. Speidel, Keith E. Nelson, 2012-12-06 In this book we take a fresh look at imitation With the knowledge of some 20 years of research after Chomsky s initial critique of the behavioristic approach to language learning it is time to explore imitation once again How imitation is viewed in this book has changed greatly since the 1950s and can only be under stood by reading the various contributions This reading reveals many faces many forms many causes and many functions of imitation cognitive social information processing learning and biological Some views are far removed from the notion that an imitation must occur immediately or that it must be a per fect copy of an adult sentence But the essence of the concept of imitation is retained Some of the child s language behavior originates as an imitation of a prior model The range of phenomena covered is broad and stimulating Imitation s role is discussed from infancy on through all stages of language learning Individual differences among children are examined in how much they use imitation and in what forms and to what purposes they use it The forms and functions of parent imitation of their child are considered Second language learning is studied alongside first language

learning The juxtaposition of so many views and facets of imitation in this book will help us to study the commonalities as well as differences of various forms and functions of imitative language and will help us to discern the further dimensions along which we must begin to differentiate imitation *Resources in Education* ,2000-10 Massification of Higher Education in Asia Alfred M. Wu,John N. Hawkins,2018-07-17 This book addresses important questions and puzzles regarding the massification of higher education in Asia It equips readers to critically evaluate and understand the consequences and challenges that massification entails while also prompting policymakers and higher education administrators to tackle emerging issues related to the massification of higher education Readers will gain a deeper nuanced understanding of this trend including its impacts and governance issues **Teaching and Learning Stochastics** Carmen Batanero,Egan J Chernoff,2018-03-01 This book presents a collection of selected papers that represent the current variety of research on the teaching and learning of probability The respective chapters address a diverse range of theoretical empirical and practical aspects underpinning the teaching and learning of probability curricular issues probabilistic reasoning misconceptions and biases as well as their pedagogical implications These chapters are divided into THREE main sections dealing with TEACHING PROBABILITY STUDENTS REASONING AND LEARNING AND EDUCATION OF TEACHERS In brief the papers presented here include research dealing with teachers and students at different levels and ages from primary school to university and address epistemological and curricular analysis as well as the role of technology simulations language and visualisation in teaching and learning probability As such it offers essential information for teachers researchers and curricular designers alike *Sustainable Futures for Higher Education* Jaan Valsiner,Anastasiia Lutsenko,Alexandra Antoniouk,2018-09-26 This volume addresses the current situation in higher education and what creative action needs to be taken for the future development of the various systems of higher education Higher education in the 21st centuries is under immense pressure from various sides First there is dramatic limitation of funding from public sources and limited and selective funding support from private sources that is re constructing the landscape of higher education in most societies around the World Secondly there is the continuous stream of administrative re organization efforts of political origins e g the Bologna process that guide the advancement of higher education in our present time Increasing privatization of all forms of higher education from bachelor to doctoral levels and its corresponding focus on the advancement of the kind of knowledge that has immediate applicability in various spheres of societies leads to the question what kind of creativity is expected from the new cohorts of students future makers of knowledge once the current social re organization of higher education systems becomes fully established To address these questions the international interdisciplinary cast of authors in this volume provides a multitude of possible scenarios for future development of the systems of higher education This book on Sustainable Futures of Higher Education captures the current trends and perspectives of the Knowledge Makers from various nations of the world on meeting and greeting the challenges of globalization and the pressures of the knowledge

economy It makes a strong case for universities of tomorrow sustaining their autonomous thinking and yet nurturing an environment of collaborative partnership with society corporate and industry to fuel innovations in plenty and continuous supply of new science and technologies Higher Education has been and shall remain a powerful vehicle of national and global transformation I see a great value of the publication in impacting the minds of the leaders in higher education around the globe for revitalizing the universities Professor P B Sharma President of Association of Indian Universities AIU How should the higher education system be in the globalization era In this book Jaan Valsiner and his colleagues analyze criticize the existing and propose a new higher education system When we say higher education three different layers are supposed to be there the lower the middle and the higher The latter has the function of production of new knowledges Without new knowledge our societies are never improving Authors warn commercialized systems such as the Bologna system overestimate the homogeneity of education Universities without Borders would guarantee both diversity and innovation in the higher education systems Professor Tatsuya Sato Dean of Research Ritsumeikan University

The Contested Role of Education in Conflict and Fragility Zehavit Gross,Lynn Davies,2015-06-17 This book brings together new thinking on education s complex and evolving role in conflict and fragility The changing nature of conflict from inter to intra state and with shifting geopolitical power balances demands a reconceptualization of where education is positioned Claims that education on its own can be an agent of conflict transformation are disputed Deliberate attempts at peace education are not without critics and controversies This collection aims to generate new realism from empirical and reflective accounts in a variety of countries and political contexts as well as provide innovative methodological approaches to the study of education and conflict The particular distinctiveness of the volume is the emphasis on contested it includes the debates and disagreements on the many faces of education in conflict as well as material on teaching controversial issues in fragile contexts Crucially it underscores how education itself exists within highly contested projects of state nation and region building As well as overview comparative chapters the collection encompasses a range of specific contexts geographically and educationally Algeria Canada El Salvador Israel Kenya Mexico Morocco Nepal Tunisia UK and US with settings that include schools higher education and refugee camps Focuses range from analyses of education in historical conflicts to contemporary issues such as post Arab Spring transformations Perennial concerns about religion colonialism protest integration cohesion emergencies globalization and narrative are given new slants Yet in spite of the debates a cross cutting consensus emerges as the crucial need for critical pedagogy and critical theory if education is to make any mark at all on conflict and fragility

Power and Empowerment in Higher Education D. B. Robertson,2014-07-15 The tangled relationship of power and higher education is a fascinating one Where power centers arise on campus they influence and are influenced by sources of power outside Students faculty and administration compete for authority within the academic community citizens whose education has placed them in a position to obtain social political and economic power outside the university walls frequently use it in a way

that deeply affects the direction and nature of academic development This collection of thought provoking essays is dedicated to Professor Louis Smith who has long been a student of higher education in this country and abroad Considering matters as varied as the place of the department head in the academic hierarchy and the image of political leadership promulgated by the academic world distinguished scholars present here a rich harvest of insights on a significant topic

Technology, E-learning and Distance Education Tony Bates, 2005 This update to the award winning first edition analyzes the pros and cons of different media and focuses on general guidelines and basic principles making the ideas in this guide transferable to future technologies The Forefront of International Higher Education Alma Maldonado-Maldonado, Roberta Malee Bassett, 2013-10-07 This book honors the academic trajectory and global impact of Philip G Altbach one of the most important education comparativists worldwide for over forty years From his early writings on India and student activism to his recent work on research universities Altbach has served as a key developer of the expansion of the field to include comparative higher education His capacity to find support and gather the best minds around the world to organize research teams in order to explore the most relevant issues on comparative higher education has earned him international recognition His service to the field of comparative higher education is invaluable and incomparable This festschrift contains original pieces from colleagues and former students following a twofold discussion the most relevant topics on comparative higher education and particular Altbach's contributions to this field of work After the Wrath of God Anthony M.

Petro, 2015-06-01 On a cold February morning in 1987 amidst freezing rain and driving winds a group of protesters stood outside of the Unitarian Universalist Church in Amherst Massachusetts The target of their protest was the minister inside who was handing out condoms to his congregation while delivering a sermon about AIDS dramatizing the need for the church to confront the seemingly ever expanding crisis The minister's words and actions were met with a standing ovation from the overflowing audience but he could not linger to enjoy their applause Having received threats in advance of the service he dashed out of the sanctuary immediately upon finishing his sermon Such was the climate for religious AIDS activism in the 1980s In After the Wrath of God Anthony Petro vividly narrates the religious history of AIDS in America Delving into the culture wars over sex morality and the future of the American nation he demonstrates how religious leaders and AIDS activists have shaped debates over sexual morality and public health from the 1980s to the present day While most attention to religion and AIDS foregrounds the role of the Religious Right Petro takes a much broader view encompassing the range of mainline Protestant evangelical and Catholic groups alongside AIDS activist organizations that shaped public discussions of AIDS prevention and care in the U S Petro analyzes how the AIDS crisis prompted American Christians across denominations and political persuasions to speak publicly about sexuality especially homosexuality and to foster a moral discourse on sex that spoke not only to personal concerns but to anxieties about the health of the nation He reveals how the epidemic increased efforts to advance a moral agenda regarding the health benefits of abstinence and monogamy a legacy glimpsed as

much in the traction gained by abstinence education campaigns as in the more recent cultural purchase of gay marriage The first book to detail the history of religion and the AIDS epidemic in the U S After the Wrath of God is essential reading for anyone concerned with the intersection of religion and public health *Education and International Development* Tristan McCowan, Elaine Unterhalter, 2021-08-12 Education and International Development provides an introduction to the debates on education and international development giving an overview of the history influential theories key concepts areas of achievement and emerging trends in policy and practice Written by leading academics from Canada India Netherlands South Africa UK USA and New Zealand this second edition has been fully updated in light of recent changes in the field such as the introduction of the Sustainable Development Goals and the increased focus on environmental sustainability and equality The book includes three new chapters on private providers decolonisation and learning outcomes as well as a range of pedagogical features including key concept boxes biographies of influential thinkers and practitioners further reading lists questions for reflection and debate and case studies from around the developing world Land, Water and Mineral Resources in Science Education Norman J. Graves, 2013-10-22 Land Water and Mineral Resources in Science Education presents the proceedings of a workshop that tackles land water and mineral resources held in Bangalore India in August 1985 The book is divided into four parts Part 1 which serves as an introduction covers the problems related to and teaching about the use of land water and mineral resources Part 2 discusses the viewpoints and problems of land use and its educational implications Part 3 talks about the problems and necessary developments for water resources and Part 4 tackles the educational aspect of mineral resources and their nature as well as mineral exploration The text is recommended for educators who intend to improve the teaching of natural resources the issues and problems that surround them and their importance to humanity The book will also be appreciated by those who work in fields that deal with natural resources

The Changing face of Colonial Education in Africa Peter Kallaway, 2020-03-03 The Changing Landscape of Colonial Education in Africa offers a detailed and nuanced perspective of colonial history based on fifteen years of research that throws fresh light on the complexities of African history and the colonial world of the first half of the twentieth century It provides an analytical background to history of education in the colonial context by balancing contributions by missionary agencies colonial government humanitarian agencies and scientific experts The book offers a foundation for the analysis of modern educational policy for the post colonial state It attempts to move beyond clichés about colonial education to an understanding of the complexities of how educational policy was developed in different places at different times while giving credence to arguments which see schooling as a form of social control in the colonial environment The book will be essential reading for academics researchers and policy makers looking to better understand colonial education and contextualise modern developments related to the decolonising African education It is intended to provide an essential background for policy makers by demonstrating the significance of a historical perspective for an understanding of contemporary educational

challenges in Africa and elsewhere

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