

1046-97-644

M. Pádraig McLoughlin* (mcloughl@kutztown.edu), 265 Lytle Hall, Dept. of Mathematics, Kutztown University of Pennsylvania, Kutztown, PA 19530. *Inquiry-Based Learning: An Educational Reform Based Upon Content-Centred Teaching.*

We posit that inquiry-based learning (IBL) enacted via a modified Moore method (MMM) is a content-driven pedagogy; as such it is content-centred not instructor- or student-centred. The MMM is a philosophy of education where student must master material by doing; not simply discussing, reading, or seeing it.

The pedagogy of IBL is like no other pedagogy (for others focus on manner of exposition, recitation, activities, exercises, etc. and less with the content as oft content is secondary to the method) because in IBL content is primary.

Many methods of instruction are not active but rather passive and some students wish to be passive and do the least (work) for the most (highest grade). IBL cannot be done passively. For a student to master material it is necessary for the instructor to be a master of the material so that the instructor may guide students through the content; hence, the IBL is in the tradition of a master-apprentice system.

The major focus of the paper is on how the use of the MMM creates a more effective mathematical education for students; how use of the MMM established an atmosphere that created for many students firm and authentic understanding of many of the principles of mathematics; and, therefore is key in mathematics education reform. (Received September 09, 2008)