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Medförfattare:
Typ av session: 600-sekunders
Lärosäte: BTH

Inquiry in the Context of a Course in Media Technology

The central aim of this study is to generate further understanding about the role of inquiry-based learning in the context of a course in Media Technology. Inquiry-based approaches to learning can be categorized as approaches where education moves away from a passive transmission-based pedagogy in order to enable students to "undertake real problems, issues, and questions, consult with experts and authoritative sources, work collaboratively to improve ideas and products, and use elaborated forms of explanation beyond a research paper"(Friesen & Scott 2013, p.14).

As inquiry is both a form of examination as well as an approach used in teaching and learning activities within higher educations in Media Technology at BTH, it is important to investigate this approach further, and to explore how our approach to inquiry is connected to the concept of inquiry-based learning. This is important in order to express and specify how and why we are doing things in a certain way – to make seemingly unconscious choices visible. These findings might also provide some interesting insights to other educations in similar fields or educations using similar approaches. A case study research design was used to compare course activities with characteristics of inquiry-based learning. This was done in order to map out similarities and differences between the concept of inquiry-based learning and the way that inquiry functions in a course in Media Technology.