

INQUIRY BASED LEARNING: A VEHICLE FOR ENGAGING YEAR 9 BOYS IN RESEARCH

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Abstract

This action research project sought to examine how using inquiry-based learning (IBL) to investigate a student-chosen problem could help boys engage with the research process. Eighteen Year 9 boys selected from an Information Literacy class, had the opportunity to take ownership of their learning through independent research. Data were collected through student interviews, questionnaires, journals, and teacher observation. Data analysis revealed that IBL led to curiosity, connection, and excitement during the research process, suggesting that inquiry into topics the students care about, rather than an imposed query, may be an effective tool to influence engagement. While the majority of the boys enjoyed a free-inquiry project, I also observed that IBL did not fit every learning situation, nor did it fit every boy. Findings from this research could provide insights into the potential for IBL to enhance the engagement of boys with the research process as well as a basis for more exploration with other subjects and boys' learning in general.

Glossary

Agency: An action or intervention producing a particular effect.

Imposed query: A question asked by a user on behalf of someone else, a teacher-given assignment, for example.

Inquiry: An act of getting information for learning through the questions you ask.

Inquiry-based learning: A method of learning that prioritizes student questions, ideas, and analysis.

Student engagement: The degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation .

Student voice: Values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school (Mackenzie, 2016).

Introduction

My work as a Learning Enhancement Coordinator and librarian entails scaffolding and innovating a curriculum that intentionally seeks to prepare young men for life in an increasingly globalized world. These roles strategically position me at the heart of the school, allowing me to contribute to its vision through interacting and serving boys and staff in different learning contexts. This creates a perpetual challenge to rethink teaching, learning, and education in general .

I facilitate a non-examined module, which introduces the research process to Year 8 and 9 boys. The module involves scaffolding everyday classroom projects together with a One Time Research Task (ORT) that contributes 45% to the subject portfolio mark in the boys' Matric year (official school leaving certificate in South Africa). The challenge is that, although they struggle with the research process, many boys see no value in learning for no marks, especially if the perceived benefit is futuristic. Unfortunately, these negative attitudes had been exacerbated by my pedagogy with the research process, which was characterised by assigning research topics and lecturing to the boys. In most cases this task was imposed and monotonous and led to the despondency and resistance to learning, lack of interest, and lack of motivation to engage with the research process. This had adverse implications on the quality of class projects and subsequently the ORT Task.

It was against this backdrop that I became curious about how the use of inquiry, requiring students to find answers and make meaning for themselves, could impact the boys' engagement with the research process. Consequently, I developed the following research question: *How might using inquiry-based learning to investigate a student-chosen problem help Year 9 boys engage with the research process?*

Scholars define action research as "a systematic inquiry that is collective, collaborative, critical, self-reflective, and undertaken by participants in the inquiry" (McCutcheon & Jung, 1990, p. 148). Action research was preferable for this study because it provided a useful methodology for applying the use of inquiry to study student-teacher interactions and student learning. It also provides teachers with the tools to introduce innovations in the teaching and learning environment (Creswell, 2014), making it a worthy investment that aligns with the school's role as an innovative hub for knowledge production.

The Literature Review

The Research Process

According to Creswell (2014), the main purpose of research is to get deep into the topic to get a helpful solution for society. Research is a skill and cultivates an attitude of lifelong learning that can be achieved through inquiry because, “aside from the pure pursuit of knowledge for its own sake, research is linked to problem-solving” (Armstrong, 2019, p. 12). The research process entails set steps of inquiry which assist in providing a solution to a research query. Creswell (2014) identifies this outline: topic development, preliminary search for information, locate materials, evaluate sources, communicate findings, and reflect. This outline was adapted for the boys as it was imperative that they understand this process and were able to build a foundation for future learning and problem solving (Armstrong, 2019, p. 12).

The literature suggests that many students up to tertiary level struggle with the research process, yet it is so crucial to one’s academic career (Kovalik et al., 2013). Head and Eisenberg (2009) report that college students experience information overload and end up using familiar rather than relevant resources for a particular task. This finding is similar to that of O’Sullivan and Dallas (2017) who investigated the research process of high school seniors, and to Duke and Asher (2012) who studied college students. Based on these studies, it is apparent that students may not possess adequate skills to apply the research process in their studies. This was also confirmed by the results of my pre-intervention questionnaire, where a majority of boys indicated that they did not know what the research process was.

Boys and Engagement

There is a wealth of literature suggesting that boys lag behind in school due to lack of motivation and engagement (Gurian, 2006; Hoyt, 2015; Kindlen & Thompson, 2000; Pollack, 1998;). Research suggests that 80 percent of boys who fail, do so due to their lack of engagement more than their lack of ability (Hoyt, 2015), which underlines the importance of engagement. The Gurian Institute, which works with teachers to give them strategies to engage with boys, list strategies that include supporting and encouraging curiosity, giving them purpose, and allowing them to solve their own problems (Hoyt, 2015). These strategies lend themselves to student voice and inquiry-based learning, which was the focus for this study.

Inquiry-based Learning, Student Voice, and Agency

Current global trends in pedagogy are inclined towards inquiry and problem solving. Inquiry means to seek truth, information, or knowledge by questioning. Inquiry-based education, first developed in the 60s, involves teaching and learning methods that highlight student questions, ideas, and analyses. Using this pedagogy, the teacher supports students as they investigate an open question, use evidence-based reasoning and creative problem-solving to reach a conclusion and share their knowledge (Kuhlthau, 1994). Kuhlthau outlines different IBL approaches, which are structured to suit different situations and age groups (see Table 1).

Table 1: Types of inquiry (Kuhlthau, 1994)

Type of Inquiry	Goal is to :	The teacher :
Confirmation	Build investigation and critical-thinking skills.	gives students a question, answer and the method of reaching this
Structured	Use the method to craft an evidence-based conclusion.	Gives an open question and an investigation method.
Guided	Design investigation methods to reach a conclusion.	Gives an open question. Typically in groups
Free	Pose original questions that they investigate through their own methods, and eventually present their results to discuss.	Gives students time and support.

An inquiry activity may be run through case studies, group projects, and research projects. My research focused on open or free inquiry where, with the facilitation of the teacher, boys independently decided and researched a topic they cared about. The strength of IBL is the active involvement of learners, which gives them a better perception of the subject and how it is practiced. Mackenzie (2016) suggests amplifying learning and empowering student voice and choice by allowing students to learn through their curiosities (inquiry) or things that they love to do. Some of the benefits of IBL are that it reinforces curriculum content, promotes a deeper understanding, makes learning rewarding, builds initiative and self-direction, works in almost any classroom and offers differentiated instruction (Rooney, 2012; Sadeh & Zion, 2009). Despite the acclaimed benefits of IBL, literature is lacking in its use in teaching and particularly as an intervention to help boys engage with the research process. I hoped, therefore, that findings from this research might enhance and edify how I teach and engage boys in the research process. It could also provide insights into the potential for IBL in enhancing engagement of boys in other learning areas in high school.

Research Context

The research was carried out at St Alban's Boys College, a top-ranking, private boarding and day school for about 570 boys in Pretoria, Gauteng, South Africa. The school was founded in 1963 by Anton Murray to prepare young men for life. Eighteen, Year 9 boys from the Information Literacy class that I taught volunteered to be participants in this research. I explained the action research project and sent a letter to parents requesting permission for boys to participate (Appendix 1). Both boys and parents gave their consent. There was no potential risk or discomfort identified, and students could withdraw at any time without consequence if discomfort or risk arose. There was also no formal compensation and any information that was obtained for this study remained confidential because boys were not identified by name anywhere in the report. The boys whose images, audio, and video were used provided permission.

The Action

Prior to the intervention, I gathered student perceptions and attitudes towards the research process. Then, over an eight-week period during class time in our normal classroom setting, I taught the different stages of the research process to the boys. They were free to research topics that they cared about, including issues that bothered them in their everyday school life, such as:

- Sport at school: does it enhance or diminish our ability to learn?

- Is the use of standardised tests beneficial to St Alban's college?
- What are the benefits of power naps?
- Why do boys carry on playing high injury sports?
- More sleep, more marks: does starting the school day late help improve concentration?

After choosing their topics, the boys responded to the research question using a free inquiry-based learning model. This model entailed that students, with teacher facilitation, carry out independent research and design their own performance task to demonstrate learning (Mackenzie, 2017). They used the Question Matrix (Q-Matrix (Appendix 2a) developed by Chuck Weiderhold (1995), which is a set of question starters designed to develop higher-order thinking. The Thinking Actively in a Social Context (TASC) Framework (Appendix 2b) is presented in the form of a wheel with each segment enabling the pupil to focus systematically on a particular stage of the problem-solving process. The eight stages are "Gather and Organise," "Identify," "Generate," "Decide," "Implement," "Evaluate," "Communicate," and "Learn from Experience." These tools were used to generate the boys' essential questions from the subjects of their choice and other questions that would help them get information to answer the essential or research question. The boys completed a journal after every step of the research process. They also had the ability to choose how they would present their research. Options included rap songs, Google Slides, PowerPoint presentations, Word documents, or posters.

Data Collection

I collected qualitative data through questionnaires, journals, observation, images, both video and audio recordings, as well as structured and unstructured interviews. I used Google Forms to conduct a baseline survey (Appendix 3). I adapted Papanastasiou's (2005) *Attitude Towards Research Scale* (ATRS) to create a questionnaire consisting of a seven-point Likert scale, which ranged from strongly disagree (7) to strongly agree (1). The (ATRS) was formulated by Papanastasiou to investigate the attitudes of undergraduate students towards research. The boys' responses were categorized as : awareness of the research process, attitude towards the research process, value placed on the research process, and boys' perception of their engagement with the research process. I also collected data related to these themes during two focus group discussions of nine boys each.

To achieve trustworthiness, reliability, and consistency, I triangulated my research data from a variety of sources. I observed engagement and motivation by taking photographs and audio and

video recordings during class time because classrooms and schools are, by their nature, data-rich environments. Student perceptions after the intervention were gathered through a questionnaire and interviews. The boys also completed journals to document their post-engagement with each step of the research process, including topic development, identifying appropriate resources, gathering information from resources, selecting relevant information, interpreting information, communicating the findings, and reflecting on the process. This feedback collaborated by the post-project questionnaire, teacher observation list, student observation rubric and student feedback during presentations provided crucial evidence on the impact of the intervention.

Data Analysis

Mertler (2016) suggests inductive analysis of large amounts of qualitative data collected from interviews, observation notes (guided by observation checklists, (Appendix 4), and student journals. Since action research is reflective, I compared my baseline data, post-project questionnaire data, observations, student journal entries, and the results of the focus group discussions for similarities and differences. A story based on patterns emerged, and I was able to categorize data into themes. Data, collected from Google forms, were easily collated and analysed using an Excel spreadsheet. Based on the patterns and codes, I drew up a table of responses, themes, and interpretations.

Discussion of Results

My action research sought to find out if inquiry-based learning could help the boys engage with the research process. I observed engagement through a number of behaviors, which are discussed in those contexts. I extracted the following themes namely, understanding of the research process, attitudes and perceptions towards the research process, engagement/enjoyment of the research process, challenges faced during the research process, value placed on the research process (pre-intervention), attitudes and perceptions towards the research process (post-intervention), and boys and their engagement. To ascertain the context and level of engagement, sub-themes of agency, student voice, curiosity, joy and ownership were unpacked.

Inquiry Led to Increased Intrinsic Value and Joy of Learning

A comparison of the boys' responses in the pre- and post- intervention questionnaire indicated a major shift in the boys' perception and attitudes towards the research process. Boys initially showed limited understanding of the research process and did not see its value. For instance, when asked about the least interesting aspect of the research process, one boy said, "learning about

boring things” while others bemoaned the amount of reading and work involved. In a post-intervention questionnaire that checked on its impact on student engagement, 12 out of 18 boys affirmed that learning about the research process through investigating something they cared about positively changed their research practices. One boy said, “I focused more so that I can do the project well” and another boasted, “We made and finished our presentation first.” One of the problems prior to the intervention was that boys were so disengaged that projects were recklessly done and often left unfinished. Boys completed their tasks and were excited and proud that they enjoyed their work enough to complete the task ahead of others.

I asked the boys what changed their attitude toward the research process, and their responses highlighted the interest in their own chosen topic and the ability to share something of interest with friends. The boys never mentioned their role and involvement in the conversations I had with them. The engagement was more about the boys and their friends. The enjoyment and focus on the research was evident as they worked together. Throughout the project, I often observed low noise levels, increased participation, student questions and choral responses. In one lesson, we even missed the bell which is indicative of the level of engagement. This finding supports the idea that inquiry-based learning creates the tone for excitement in lessons and develops grit for students to find their own answers (Wabisabi Learning, n.d.).

Choosing Topics and Presentation Format Fostered Agency and Curiosity

During the research process, the boys took responsibility for their learning. They originated topics and asked their own questions. The boys managed to identify issues that affected them in their everyday school life. Once they had a topic and guiding questions, the boys' excitement rose. The more questions they asked, the more invested in the process they became. Duran and Dokme (2016) suggest that inquiry-based learning has the ability to increase one's critical thinking skills as well as the ability to ask quality questions. The focus on most topics was on a passion or problem encountered at school which they thought they could provide a solution to. One boy said, “I enjoyed learning about my topic because it's something I enjoy.” They also had a say in how they would make their learning visible. The boys chose to communicate their research within a variety of presentation formats including rap songs, Google Slides and Powerpoint presentations, Word documents, and posters. When discussing his presentation, one boy said, “I thought it would be boring, but I did a rap song and it was nice. All boys rated me high.” When students are able to exercise autonomy over their learning process, they become more engaged which helps develop a passion for exploration and learning on a higher level (Aktamiş et al., 2016).

Peer Interaction Enriched the Research Process

Inquiry-based learning allows students to work with peers, collaborate, and learn communication skills. This research project fostered peer interaction rather than separation because boys sought assistance from each other during the research process, they were engaged in discussions that challenged them. Their topics often elicited constructive and sometimes heated debate which resulted in engagement and learning at the same time. Peer feedback and endorsement was also crucial in motivating the amount of effort invested in their work because of the need to be able to answer questions their peers may have had about their topic. In most cases, they chose topics that were known to their friends which led them to set high expectations of the quality of work when presenting. DeWitt (2012) mentioned in his TED Talk, that students have a better chance of understanding information when it is more fun and engaging. The boys felt that they could discuss and explain ideas better to each other than I could. One boy said that being able to help classmates with their research was an enjoyable part of the project, it empowered him and affirmed what he knew which is often a missed opportunity in the traditional classroom teaching and learning.

Student-Driven Projects Are Not One Size Fits All

The majority of boys said that they enjoyed researching and presenting the topics that they were familiar with and cared about; however, there were a few boys who found the project challenging. These boys sometimes had difficulty staying on track. One boy said that he struggled to independently select a topic. He would have preferred it if I had given him a topic and provided guiding questions to respond to. While inquiry provides for student agency and voice, it is unstructured which was challenging for some of the boys. They did not work well in an unstructured environment. This finding is supported by Flick and Lederman (2004) who say that students participating in inquiry-based learning are essentially “learning how to learn”, which can be a very challenging task. They also suggest that IBL can be difficult for low achievers as they may be working from a limited pre-knowledge base and have a lack of self-discipline. On the contrary, I found that one of my academically strong boys struggled to digress from the norm because it took him out of his comfort zone, while boys who were typically low achievers enjoyed inquiry because they started from a position that acknowledged what they knew.

Conclusions

Evidence from my action research findings suggests that the boys thoroughly enjoyed having the freedom and permission to make certain decisions about their learning during the research process. Most of the responses to the post intervention survey indicated that the boys learnt from

the process and could even critique their own journey. They enjoyed autonomy and teaching their friends about their passion. The boys studied the things they care and wonder about the most; they also acquired many other skills along the way. The potential of inquiry provided a base motivation for learning and created a thinking culture in the classroom. If well implemented, it can be a pedagogical tool that builds intrinsic motivation among our learners and encourages high levels of participation. This belief is supported by Williams (2017) who says that agency is fostered in schools where students have the freedom to truly develop their own voices, make significant choices, collaborate, innovate, problem solve, ask their own questions, and think deeply.

Despite consensus regarding the value of inquiry-based teaching and learning, I found it challenging to single handedly implement it. There were time limitations and I worked on my own. I think it would work well if I had collaborated with other teachers and subject areas. These were very individualized student-led projects that required my role to be a learning facilitator yet teachers are used to controlling the students' interests, so this hands-off role due to the freedom in the boys' hands was sometimes difficult for me. There needed to be a lot of discipline from both the boys and myself. A major takeaway for the boys was that even although teenagers want to be independent, they may still need help.

The Inquiry Based Learning (IBL) pedagogy under the theme *Developing Agency: Boy Voice and Choice* came in handy as an intervention to motivate authentic, real world research and learning for boys. Schools should be intentional about increasing the opportunity for students to be involved in inquiry-based activities. While due to its inquiry nature, free inquiry was better suited to teach the research process, there might be need to investigate which methods of inquiry work best with which subjects.

Reflection Statement

The beginning of this action research was characterized by fear and anxiety while continuing to do my every day work. I was amazed at how difficult it is to be your own critic. Wanting to do things within a set time frame taught me to structure my work schedule better. The greatest lessons came from the boys who clipped my wings and took charge, they taught me to be a better facilitator. I also began to understand boys differently as they freely expressed who they are, their anxieties, passions and excitement through their projects. As I reflected on the boys' work, the project also opened my eyes to my own passions, fears and anxieties.

The main challenge was time for both myself and the boys. Being a boys school, sport is a major part of everyday life which meant some boys missed school and it affected the sample. There are

days when I felt the pressure of running my family, managing the action research and working to such an extent that I had to defer my personal studies to give way for the research. This has been a blessing in disguise as the experience has influenced so many changes that I am due to discuss with my supervisor.

I am grateful to St Albans College for supporting me in this process, to the boys and my friends and colleagues. To Team Laura and most precious Team Leader Laura who painstakingly guided us through the journey. To Carla, Glynnis and Tracey and my mentor Ylmé for being available and checking on my progress, proof reading and sharing her own experiences. Special thanks to Bruce Collins for encouraging me to apply, seeing the potential I was blind to and entertaining the silliest of questions. Someone said travel is a degree in itself, experiencing new economic, social and cultural contexts, making new friends and engaging with the world in Montreal was the much needed personal and professional development. It will go a long way in refreshing and strengthening my role of scaffolding and enhancing teaching and learning of both boys and staff at St Alban's College as well as the broader community of schools that we collaborate with through community programmes and common membership to the Independent schools Association of South Africa (ISASA).

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APPENDICES

APPENDIX 1: LETTER REQUESTING PERMISSION

Title of Study: The effect of inquiry-based learning strategies on student engagement with the research process.

You are kindly requested to participate in a research study conducted by Moira Gundu as part of the International Boys Schools Coalition (IBSC)/St Albans College coordinated research project on how the use of inquiry or asking questions and students finding answers and making meaning for themselves could impact student engagement and understanding of the research process, a crucial building block in a student's academic career.

Procedures

If you volunteer to participate in this study, you will be asked to: Complete two questionnaires at the beginning and at the conclusion of the research project. You will also be asked to complete journal entries describing your experiences in the study. The timeline of the study will run from approximately October 2019 to November 2019. The entire study will take place in a normal classroom setting and during class time.

Potential risks and discomfort

There is no potential risk or discomfort identified and students may withdraw at any time without consequence should some discomfort or risk arise.

Potential benefits of the study

The results may provide a greater understanding of how to motivate students and what type of teaching strategies lead to positive outcomes for students. Furthermore, students may have an opportunity to develop their academic skills and greater motivation and excitement for all future learning through the use of inquiry based learning.

Compensation for participation

There is no formal compensation planned at this time. Any information that is obtained for this study will remain confidential and will be disclosed only with your permission.

Subsequent use of data

The collected data may be used in subsequent studies, publications and presentations.

If you have any questions or concerns about the research, please feel to contact Moira Gundu: gundum@stalbanscollege.com or On 012 348 1221

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study: **The effect of inquiry-based learning strategies on student engagement with the research process.**

, as described herein.

I, (Student) consent to my participation in the 2019-2020 IBSC action research project.

I,(Parent/Guardian) consent to my son’s participation in the 2019-2020 IBSC action research project.

I understand the purpose and nature of the research.

I give permission for any interview with my son to be recorded to enable accurate analysis of the data. I also give permission for photographs/videos to be taken and for these to be used in the presentation of the research findings for educational purposes.

I understand that any information or personal details gathered during this research are confidential and that my name/my son’s name or any other identifying information will not be used or published in the presentation of the research findings.

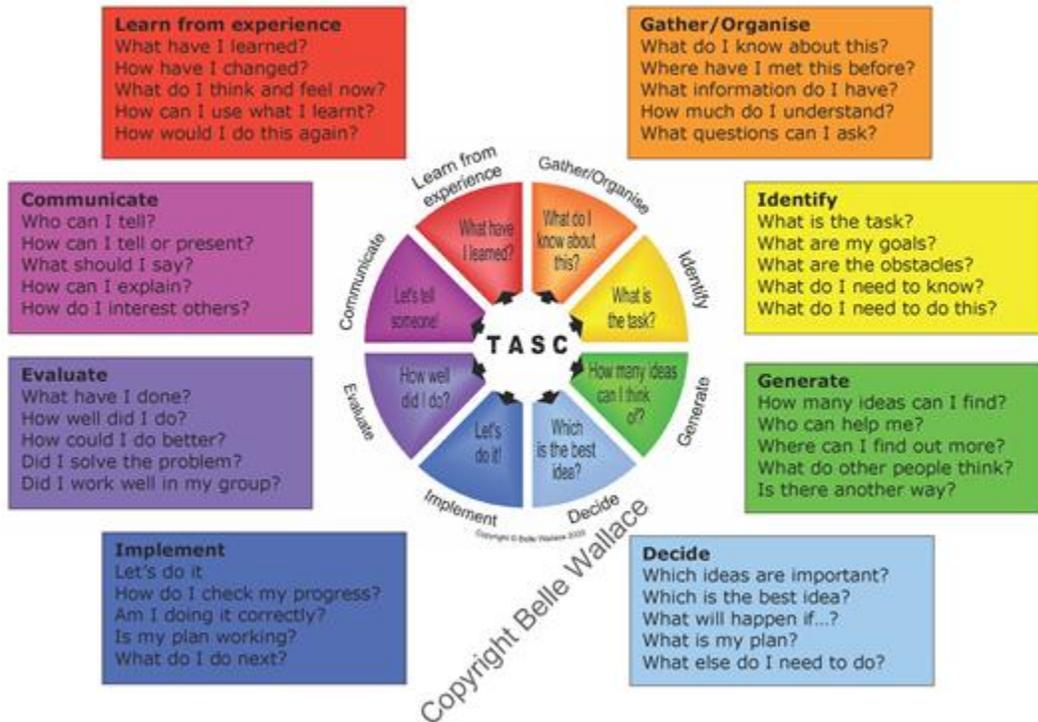
I understand that participation in this research is voluntary and that I/my son can withdraw from the research at any time, knowing that there will be no penalty or discriminatory treatment for doing so.

Signed (Student)..... Date.....

Signed (Parent/ Guardian)..... Date.....

Signed (Researcher)..... Date.....

APPENDIX 2: THINKING IN ACTIVE SOCIAL CONTEXT (TASC) WHEEL



(Wallace & Maker : 2004)

Appendix 2a: Q-Matrix

	EVENT	SITUATION	CHOICE	PERSON	REASON	MEANS
PRESENT	What is?	Where/ When is?	Which is?	Who is?	Why is?	How is?
PAST	What did?	Where/ When did?	Which did?	Who did?	Why did?	How did?
POSSIBILITY	What can?	Where/ When can?	Which can?	Who can?	Why can?	How can?
PROBABILITY	What would?	Where/ When would?	Which would?	Who would?	Why would?	How would?
PREDICTION	What will?	Where/ When will?	Which will?	Who will?	Why will?	How will?
IMAGINATION	What might?	Where/ When might?	Which might?	Who might?	Why might?	How might?

(Wiederhold :1995)

APPENDIX 3: PRE-PROJECT QUESTIONNAIRE

Section: Awareness and perception of the research process

1. I understand what the research process is.
2. I can apply the research process to my school work.
3. I can easily decide on a research topic
4. I can easily identify appropriate resources for my research.
5. I am confident in searching information from a variety of sources.
6. I am confident in searching for information online.
7. I can gather enough evidence to support my idea/s
8. I can derive meaning from information that I gather about my topic
9. Researchers cannot always find the answers to their questions
10. I can correctly cite my sources in the bibliography section I can communicate my ideas with evidence
11. I understand that good researchers are willing to change their ideas.

Section: Attitudes towards the research process

There are some statements describing how you might feel about the research process. You may agree with some of the statements and you may disagree with others. By doing this, you will show your attitudes toward the research process. After you have carefully read a statement, decide whether or not you agree with it. If you agree, decide whether you agree mildly or strongly. If you disagree, decide whether you disagree mildly or strongly.

1. I enjoy learning about the research process
2. I love researching the topics that the teachers give us
3. I enjoy choosing my own research topic

Section: Value placed on the research process

There are some statements about the value of the research process. You may agree with some of the statements and you may disagree with others. By doing this, you will show your value toward the research process. After you have carefully read a statement, decide whether or not you agree with it. If you agree, decide whether you agree mildly or strongly. If you disagree, decide whether you disagree mildly or strongly.

1. The research process should be taught to all students
2. Research is connected to my other subject Most students would benefit from learning the research process
3. The research process is valuable and therefore necessary to learn.
4. Understanding the research process is connected to my future academic career.

Section: Boys' perception about engaging with the research process through topics they care about?

1. What do you think will interest you when learning the research process? Motivate your answer?
2. What do you think will be the least interesting part of the research process? Motivate your answer
3. What would be the easiest aspect of the research process? Motivate
4. What do you think will be most challenging about learning the research process?
5. What are your expectations?

APPENDIX 4: TEACHER OBSERVATION CHECKLIST

Date	Activity	Choral Responses	Group Responses	Partner Responses	Individual Responses	Comment/ Observation notes
	Topic formulation					
	Identifying appropriate resources					
	Gathering information from resources					
	Selecting relevant resources					
	Interpretation of information					
	Communicate the findings					

Reflection					
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APPENDIX 5: POST-PROJECT QUESTIONNAIRE

1. Has your learning of the research process through investigating something you care about changed your involvement in this project changed the way you practice, or any perceptions that you have of the research process

Please motivate your response above.

Since engaging in the self-directed research project, have you changed the way you engage with the research process?

2. If you did/did not change the way you engage, how did it change /not change?
3. What were the highlights of this experience?
4. What were some of the challenges?
5. what would you do differently if you were to learn the Research Process again?

Appendix 3: **Student Observation Rubric: Identifying appropriate resources. (NB. The boys completed this for each step of the research process taught**

1. I am fully engaged in the topic.
2. If Yes, what did you do to show that you are engaged?
3. If Sometimes, what did you do when you were engaged?
4. If No, what was the problem?
5. Any other comments?