

## EXPOSE

- We propose a model of media supported inquiry learning based on a previous qualitative study.
- We conducted an interview study with academic teachers concerning the use of ICT in inquiry based courses.
- We present a model that explicate media supported in inquiry based learning environments.

## BACKGROUND

Inquiry based learning, like any type of learning, can be facilitated by the use of ICT. However, several studies show that there is a gap between institutional intentions of implementing ICT and the use of digital technologies in higher education. There have been considerable investments in technology-enhanced teaching and learning, yet the process of changing educational practice has been slow in taking advantage of the potential benefits. With countless options of ICT, academic staff are facing new pedagogical challenges: They ought to integrate ICT in study courses and programs while designing new learning environments in response to the constantly changing technological development.

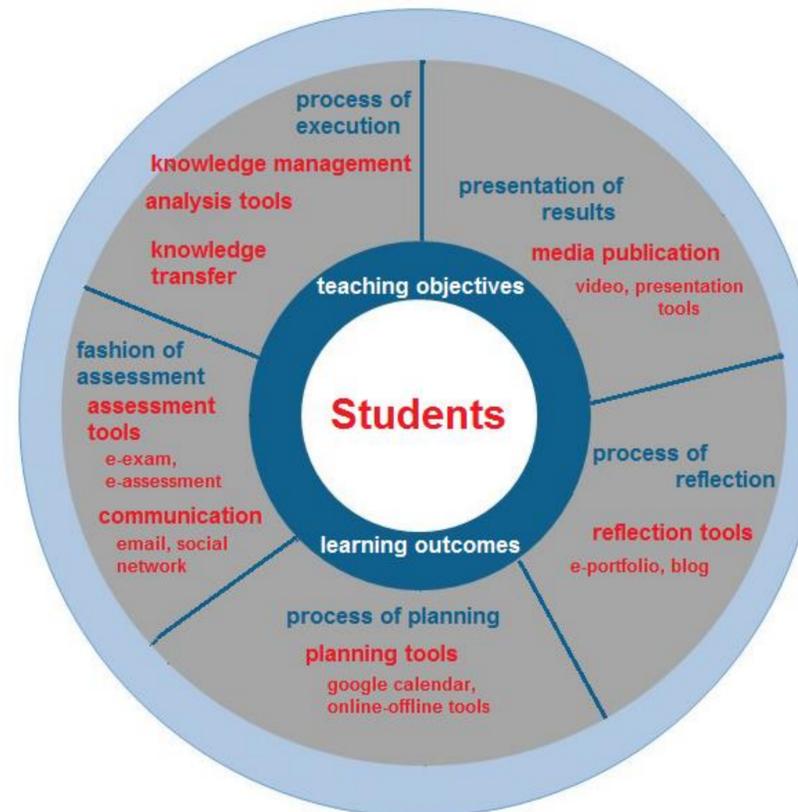
## GOALS OF THE STUDY

### 1.) Answer research questions:

- Which media/tools are relevant in practice for enhancing IBL?
- What are the features required for a (new) software to support IBL?

### 2.) Create a model for incorporating media with IBL

## CIRCLE MODEL OF MEDIA S. IBL



## CONCLUSIONS

### Theories and problems with incorporating media with IBL:

- IBL using advanced media learning techniques *overtaxes* students (and teachers)
- The teaching perspective overshadows the inquiry within the IBL projects
- The knowledge and ideas are not transferred from the meso to the micro level
- Theories of IBL and e-Learning have a different reach. They describe different levels of phenomena

### Conclusions of the empirical findings:

- Reflective IT-Practices offer a chance for IBL
- E-Learning conceptions differ within different communities
- E-Learning conceptions differ within single communities
- Gaps between communities (E-Learning Centre vs. Higher Education Centre)

## RESULTS

Media found empirically sorted by inquiry learning function (n = 30 teachers)

