

Effects of Inquiry Teaching on Junior High School Students' Learning Attitude, and Inquiry Ability about Chemical React

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ABSTRACT

This study investigated the influence of a particular instruction, inquiry teaching, on promoting learning attitude, and inquiry ability about chemical reaction for the eighth grade students, and forty eight students of grade eighth participated in the study. Variables of interest were students' learning attitude, and inquiry ability, teachers' reported use of inquiry teaching for designing eight weeks inquiry teaching projects. A randomized pre-test, post-test, follow-up test control group design was employed. The finding showed a statistically significant interaction of inquiry teaching project for students' learning attitude, and inquiry ability. For all outcome variables, the inquiry teaching group showed significantly greater gains from pre-test to post-test and follow-up test than the control group. The findings have implications for both practice and research.

Keywords : nquiry teaching、 learning attitude、 inquiry ability

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