

## **SYMPAB - (16655) - PRACTITIONER INQUIRY IN THE CONTEXT OF INQUIRY BASED LEARNING**

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### **Short Abstract**

*Practitioner Inquiry (PI) is a form of professional learning defined as the systematic intentional study by teachers on their own practice. This paper describes how to do PI in the context of inquiry based learning (IBL). During the Three Dimensions of Inquiry in Physics Education (3DIPhE) project, several iterations of groups of teachers doing a PI in the context of IBL have been tested, adapted and retested. Using the framework of educational design research all learnings have been collected, discussed and captured and eventually led to the development of a course on how to coach a group of teachers. This paper presents a theoretical background to conducting a practitioner inquiry in the context of inquiry based learnings and shares specific learnings and conclusions drawn for the collective experiences of the 3DIPhE project.*