



PROFILES



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Riga State gymnasium No. 1

# Teachers' view on inquiry based science education

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# Problem and tasks

- Implementation of the inquiry-based approach
- Difficulties of implementation
- Benefits of inquiry-based approach

# "Water I Use in Daily Life" I

- 8<sup>th</sup> grade
- chemistry
- 5 lessons



# "Water I Use in Daily Life" II

Problem solving exercise on use of water in running household appliances



**Work with text about steam iron**



Conclusion that water contains dissolved matter



**Planning and carrying out experiment**



Concept of hard water



**Work with text**

Use of hard water in daily life



What water is in my home/ location?



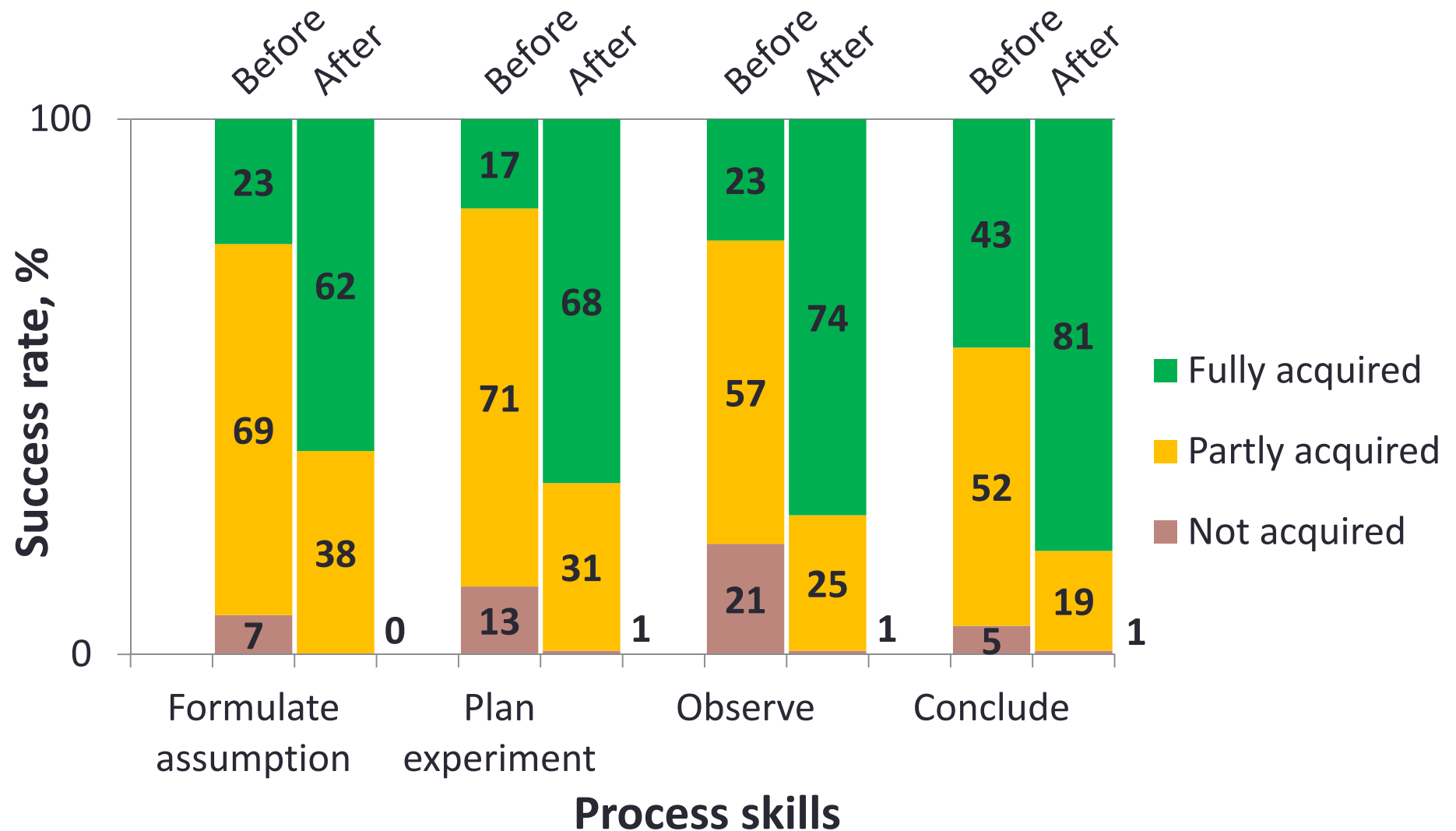
**Finding out whether the water is hard or not can be done by using soap solution!**



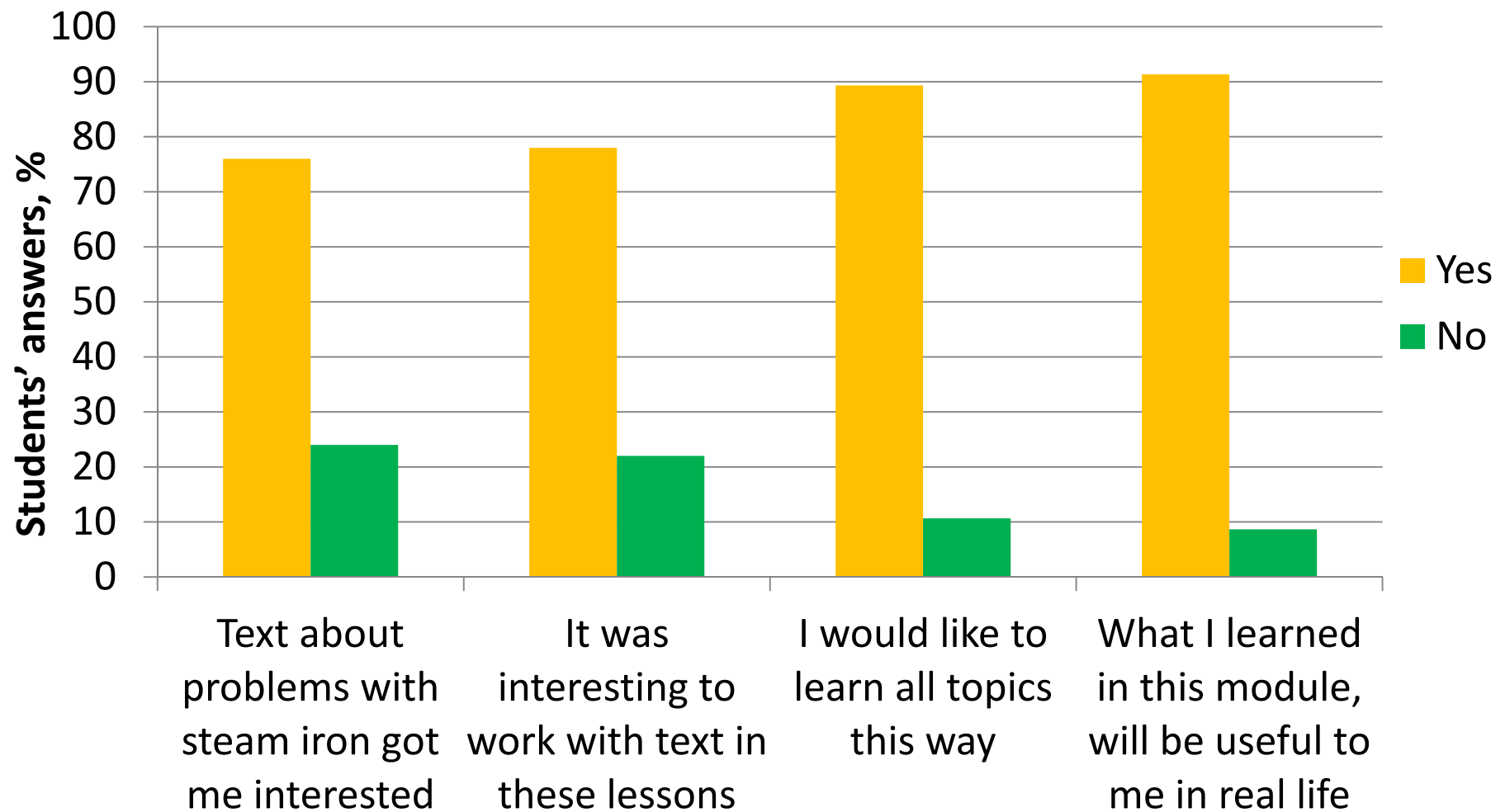
Recommendations that should be taken into consideration when using such water in household conditions



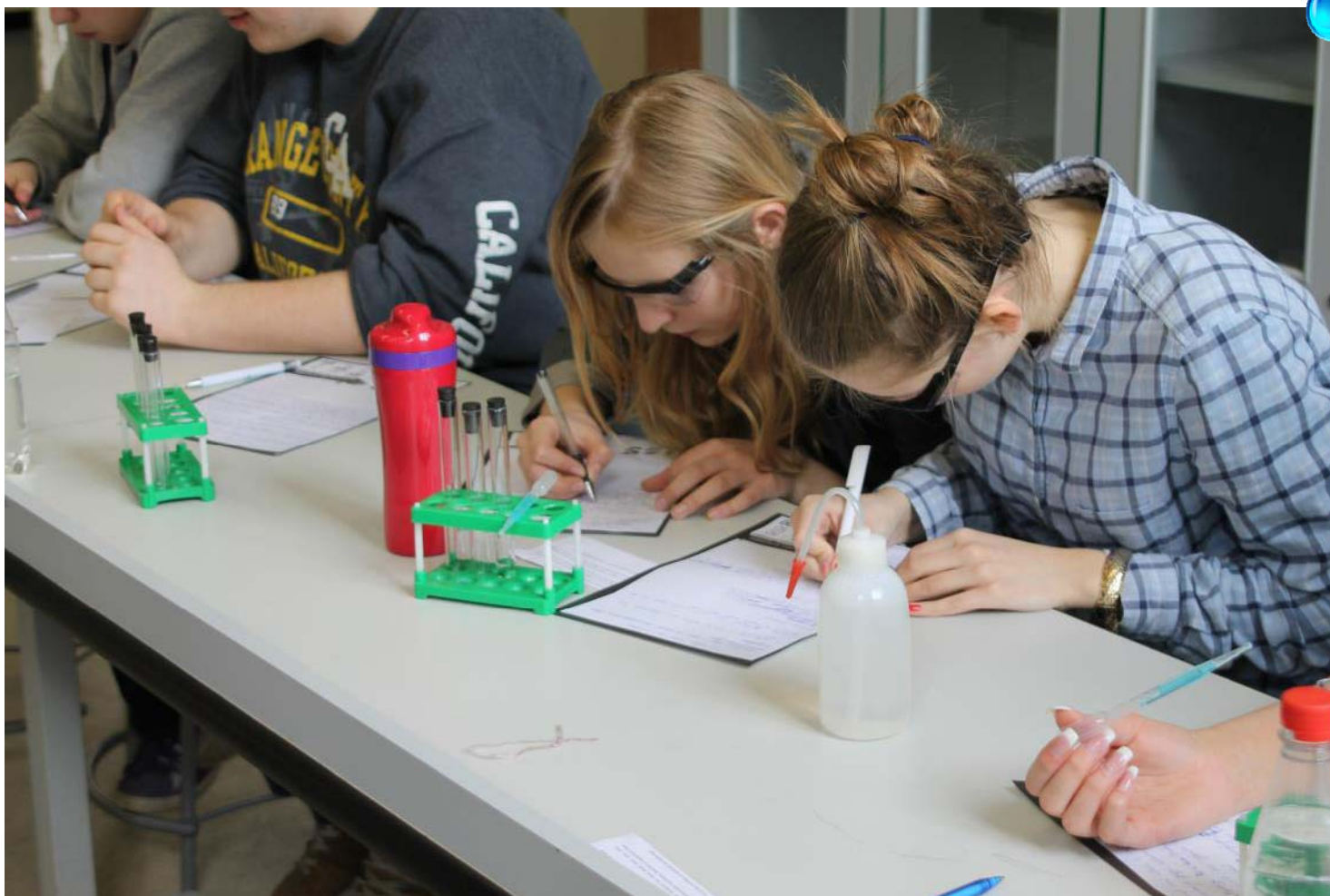
# Student self-evaluation before and after the module



# Results of the student survey



*„For me the difficult thing was to plan everything before the beginning of the experiment.“*



*„Together we could figure out, understand and do everything!”*





*„It was difficult to work with people with who you don't get along with very well, but that was good for me and gave me experience.“*



*„Most important benefit of this work – students work with excitement.“*



## Results and conclusions

BSE develops students' process, learning, communication and cooperation skills.

BSE increases their interest in science.

Main difficulty is to plan time for all the lessons in module.

## References

Jack Holbrook. PROFILES Guidebook for Partners: The PROFILES concept.

Picture of water droplet form psdGraphics

<http://www.psdgraphics.com/psd-icons/psd-blue-water-droplet-icon/>

Authors photo

# Thank you!

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