Promoting curiosity through inquiry-based learning in the undergraduate linguistics classroom

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**Case Study:**
**LING 312, Spring 2015**

**How did they do?**
- Class attendance averaged 92%
- Participation (80%)
- Homework (45%) 2 Exams (20%)
- Term Project (25%)

**What did they think?**
- Course evaluations for 2015 were lower than those for 2014, but still higher than department and university average. The difference was driven by students’ responses to the 3 (of 14) questions having to do with:
  - Instructor's preparedness
  - Clear presentation of material
  - Course assignments

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**In future iterations of this course:**
- Continue with Inquiry-based approach.
- Add outline sheets/reading guides for each chapter/topic before meeting.
- Add summary lectures as tools to assure students that all important concepts have been covered.
- Be more overt about actual preparation for discussions.

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**IBL in action**

Students are responsible for reading material / viewing online videos ahead of class meeting.

Students post questions and comments about reading the night before class meeting.

In class, students sit in groups of 4. At the beginning of class, students share their questions with their group. Groups select 1-2 questions to share with class.

Term project changed to include data collection and analysis.

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**Future Directions**

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**Students say!**

- "I think the class moved a little slow for my taste, but I also think that a lot of the class found the pace just right, so I'm not sure how exactly to rectify this issue."

- "Being able to guide the flow of class discussions with our own questions was a good thing. That way we were able to focus on more difficult concepts the most."

- "I enjoyed the inquiry-based teaching style and that all questions were met with appreciation and warmth."

- "Even though the question-based class format was good, I think that sometimes it would’ve been nice to have an overview of all the material that was not covered by the questions alone – maybe prior to Q&A."

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**Citations:**