

CONTENTS

Preface	1
<i>Virginia S. Lee</i>	
1. What Is Inquiry-Guided Learning?	5
<i>Virginia S. Lee</i>	
As a suite of teaching practices, inquiry-guided learning defies a simple prescription for practice. This chapter presents a variety of conceptual frameworks, models, and developmental rubrics, created by researchers and practitioners, as a necessary first stage of implementation.	
2. Developing Inquiry-Guided Learning in a Research University in the United Kingdom	15
<i>Philippa Levy</i>	
This chapter discusses central themes from a five-year institutional development program based on inquiry-guided learning that recur across the institutions represented in this volume.	
3. Developing and Embedding Inquiry-Guided Learning Across an Institution	27
<i>Martin Jenkins, Mick Healey</i>	
This chapter highlights the importance of developing conceptual frameworks for inquiry-guided learning as a necessary aspect of implementation.	
4. Inquiry-Guided Learning in New Zealand: From an Appetizer to an Entrée	39
<i>Billy O'Steen, Rachel Spronken-Smith</i>	
The chapter compares two approaches to inquiry-guided learning from a cross-institutional study in New Zealand.	
5. Questions That Matter: Using Inquiry-Guided Faculty Development to Create an Inquiry-Guided Learning Curriculum	51
<i>Lisa Carstens, Joyce Bernstein Howell</i>	
This chapter describes how an inquiry-driven faculty development process became a catalyst for curriculum reform using inquiry-guided learning.	
6. Integrating Inquiry-Guided Learning Across the Curriculum: The Top 25 Project at Miami University	61
<i>Beverley A. P. Taylor, Andrea I. Bakker, Marjorie Keeshan Nadler, Cecilia Shore, Beth Dietz-Uhler</i>	
This chapter describes a project initiated by the university's president to transform high enrollment classes using inquiry-guided learning.	

7. Marymount University: Inquiry-Guided Learning as a Catalyst for Change	71
<i>Carolyn Oxenford, Liane Summerfield, Michael Schuchert</i>	
This chapter describes the creation, implementation, and assessment of a systematic, campus-wide program of inquiry-guided learning.	
8. The Power of Inquiry as a Way of Learning in Undergraduate Education at a Large Research University	81
<i>Debra A. Fowler, Pamela R. Matthews, Jane F. Schielack, Robert C. Webb, X. Ben Wu</i>	
This chapter describes the process Texas A&M University used to introduce inquiry experiences earlier on in the undergraduate curriculum.	
9. Lessons Learned: The McMaster Inquiry Story from Innovation to Institutionalization	93
<i>Carl Cuneo, Del Harnish, Dale Roy, Susan Vajoczki</i>	
This chapter analyzes the enablers and challenges to institutionalization of inquiry-guided learning at McMaster University, a pioneer in the uses of inquiry as a way of learning.	
10. Opportunities and Challenges in Institutionalizing Inquiry-Guided Learning in Colleges and Universities	105
<i>Virginia S. Lee</i>	
This summary chapter compares the eight institutional case studies in the volume on key dimensions to highlight the dynamics of undergraduate reform through inquiry-guided learning.	
INDEX	117