Abstract

Inquiry is an approach to teaching that allows students to investigate a posed problem and determine the answer through deductive logic. Inquiry-based teachings are becoming more popular in school curricula as many schools have integrated inquiry or are in the process of doing so. The purpose of this paper is to “investigate” inquiry in science by first providing background information. The focus will then shift to discussion of the benefits and drawbacks regarding implementation of inquiry teaching into a school’s curriculum. Finally, conclusions will include an analysis of the investigation as well as implications for education.