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Abstract

This paper explores the relationship between practitioners' pedagogical purposes, values and practices in designing for inquiry-based learning in higher education, and the affordances of the Learning Activity Management System (LAMS) as a tool for creating learning designs in this context. Using a qualitative research methodology, variation was identified in participants' conceptions of inquiry-based learning pedagogy and in their approaches to inquiry-based learning design. LAMS was found to offer design affordances that are compatible with more strongly teacher-led conceptions of, and approaches to, inquiry-based learning pedagogy. The paper draws some implications for the further development and use of design tools for inquiry-based learning. The authors suggest that, in addition to tools created for teachers, there may be a valuable role for tools that explicitly support students as designers of their own inquiry processes and activities. (HRK / Abstract übernommen)

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