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Abstract

This chapter explores the role of digital technology in supporting higher education teachers to design for inquiry-based learning (IBL). It begins by introducing the idea of ?design for learning? and by summarising key features of IBL pedagogy. A pedagogic planner tool is appended to highlight considerations for IBL design. The chapter then moves on to review the findings of a research project that investigated university teachers? approaches to design for learning and their use of a computer-based design tool, the learning activity management system (LAMS) to create IBL learning designs. Using a qualitative research approach, the project identified variation in teachers? conceptions of IBL pedagogy and in their approaches to design for learning. LAMS, in the version used, was found to offer design affordances that are especially consistent with teacher-led, rather than student-led, approaches to IBL pedagogy. The issues arising from this research are of relevance to academic developers in higher education and to the further development and use of digital design tools for IBL. (HRK / Abstract übernommen)

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