

Inquiry driven, open ended learning **is** appropriate for a vocational qualification in the health professions

Inquiry driven open ended learning

- Graduate outcomes
- Employability
- Professional outcomes

Inquiry driven learning

- Multidimensional concept: Inquiry is the key
 - Problem based learning, Inquiry based learning (IBL)
Enquiry based learning (EBL)
- Key characteristics:
 - Students are actively involved in conducting small or large scale inquiries
 - Inquiry tasks facilitate exploration and investigation of issues that are 'open ended'
 - Places responsibility for learning with the student
 - Emphasises co-operative learning

Inquiry driven learning and graduate outcomes

- Intellectual development
 - Deep learning (Prosser & Trigwell 1999)
- Development of a wide range of transferable capabilities
- Strengthening relationship between teaching & research (*Jenkins & Healey 2005*)

Inquiry driven learning and employability

- Meeting the challenges of rapidly changing world
- Evidence based health care
- Life long learning

Life long learning

'an inquiring mind; a critical spirit driven by curiosity to ask questions; 'helicopter vision'; breadth of vision built on an understanding of how knowledge is created in a field, the methodological and substantive limitations of that field, Information literacy; identifiable competencies in framing and investigating researchable questions that could be developed and assessed progressively across a professional curriculum; a sense of personal agency; and a repertoire of learning skills

Candy 1994

Inquiry and professional outcomes

- Open ended learning
- Assessment for certification

Inquiry driven learning and employability

- Meeting the challenges of rapidly changing world
- Evidence based health care
- Life long learning

Inquiry driven learning

"when education is viewed as inquiry, important things happen. The focus of education becomes learning and the task of teaching becomes one of supporting learning"

Harste (1993)