

Supporting Inquiry-Based Teaching in Qatari Mathematics Classrooms

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Inquiry-based approaches to teaching are seen to increase the engagement of students (e.g. Artigue, Dillon, Harlen, & Lena, 2012). As part of an international research project that aimed to introduce inquiry-based learning in mathematics and science with students from grades 4 to 9, we worked with a team of Qatari professional development specialists in adapting two pedagogical tools, Exploratory Talk and WebQuests. A key aim of the research project was to evaluate any impact these tools might have on transforming the pedagogy. Issues raised included meeting the diverse needs of students and moving towards a more student-centred approach.