

The Assessment of Inquiry Learning – Taking the Teenager Leadership Camp as an Example

Hsueh-Jen Tsao
National Lan-Yang Girls' Senior High School

Chen-Tsung Cheng
National Lan-Yang Girls' Senior High School

【Abstract】

The main purpose of inquiry learning is to lead and stimulate learning potential with multiple intelligences. With the ability of problem-solving, the teachers can promote and upgrade the learners' cognition and understanding by the way of dialogue, practice, doing and experiencing. The final purpose is to cultivate the cognitive, affective and dynamics skills of leadership competences.

On the basis of Teenager Leadership Camp, this study put much stress on the design, development, decision, implement, reflection and feedback of leadership curriculum framework. The Leadership Camp curriculum can be divided into three parts, such as the first is learning and social exchange, the second on is technology and culture, and the last is leadership and communication. The inquiry learning process for the camp could be by observations, dialogues, problem-solving. Hence, the camp is outstanding and excellent.

【Text】

1. Literature Review : Theory-based for the Assessment for Inquiry Learning

1.1 the main concepts of inquiry learning

Inquiry learning is a positive learning process, mainly referring to the students in science classes to explore issues in their own learning. National Science Education Standards for inquiry is defined as: "The inquiry is a multi-level activities, including observation; ask questions; by browsing the books and other information resources found in the conclusions of what is already known to develop research programs; the experimental evidence Evaluation of the conclusions have been made; tools to collect, analyze and interpret data; proposed solutions, explain and predict; and the exchange of results. explore the requirements established assumptions, the critical and logical thinking, and consider other possible alternative explanations. "[1]

However, the inquiry-based teaching is a means, not ends, aims to master the science content, scientific method and research capabilities. Although the inquiry is very important, but this "does not mean that all teachers should pursue a single approach to teach."

1.2 The inquiry-based learning

National Science Education Standards in the United States, the inquiry also refers to the learning process. It is an active process of learning - "students to do things, not to do their thing" (something that students do, not something that is done to them) [3]. In other words, is to allow students to think for themselves how to do or even what to do, rather than teachers think students are receiving a good ready-made conclusions.

1.3 The characteristics of inquiry learning

Because the use of very broad inquiry, so the researchers will propose a working definition of inquiry-based teaching and learning and explore the general sense of the distinction, but also with instructors engaged in separate inquiry. According to the inquiry and inquiry learning process of analysis, there are connections and differences between curriculum inquiry, the characteristics of inquiry constitute could be expressed as followed :

- (1). To ask questions: the learner into the problem of social-based or science-based exploration
- (2). The collection of data: learners attention to empirical (evidence) in the interpretation and evaluation of the role of social-based or science-based issues
- (3). The formation of explanation: the formation of learners based on the empirical interpretation of scientific or social issues
- (4). Evaluation results: learners according to the interpretation of other interpretations of their own evaluation
- (5). Test and discuss results: learners explain and validate their proposed

2. The Introduction for the Project of Cultivating Senior High School Students to Be “Leaders in the New Century”

2.1 Goals:

- a. To fully develop students based on the theory of holistic education by offering opportunities for diversified learning and through courses research and study, so that they will have positive and active attitudes towards life and the habit of lifelong learning.
- b. To cultivate new-century teenagers with macroscopic views by instilling them the concepts of sharing, cooperation, and altruism, and expanding their learning scopes.
- c. To strengthen the training and competence of students to be leaders to better conduct student affairs at school; meanwhile, nourish teenager talents with leadership and set up a database.

2.2 Strategies

- a. To form teams of action research to draw the framework of curriculums and indicators of achievements.
- b. To hold research and study camps for seeded teachers, so that they can lead schools to cultivate the diversified abilities in students.
- c. To make use of the network of social resources to further put this project forward to every school.
- d. To establish the certification of learning achievements, so that self-assessment is valued.

2.3 The Participants: Senior High School Students Nationwide

- a. Elementary Level: Students about to be the junior in senior high.
- b. Intermediate Level: The junior students who have finished the courses at elementary level.
- c. High Level: The junior students who have finished the courses at intermediate level.

2.4 The Approach and Timetable of Cultivation:

- a. Step-by-step approach: Only those who complete the elementary level can move forward to the intermediate; those who successfully pass the

intermediate can go on to the high level.

b. Timetable of moving forward:

(a) Elementary Level: the summer vacation for freshmen in senior high

(b) Intermediate Level: the winter vacation for juniors in senior high

(c) High Level: the summer vacation for juniors in senior high

c. The camps of all three levels last for six days.

2.5 Hosts:

a. Organizer: Central Region Office, Ministry of Education

b. Executive: Appointed Senior High Schools

(a) Elementary Level: Camps held in the northern, central, and southern sections respectively

(b) Intermediate Level: Camps held in the northern, central, and southern sections respectively

(c) High Level: Camps held in one chosen section

2.6 The Number of Students

a. Elementary Level:990

b. Intermediate Level:330

c. High Level:120

2.7. The Conditions of Screening:

a. Senior high schools form teams of screening and set their own conditions, on the basis of the attached chart, to pick out students with qualities and potentials of being leaders to attend the elementary level camps.

b. Only those who pass the certification of achievements and are willing to apply for further camps qualify to be screened. The Central Region Office, Ministry of Education will call for scholars, experts, and relevant people to form the screening team. The team members will make their choices based on the indicators of learning achievements and the results of relevant assignments.

2.8 Outlines for the Curriculums

The curriculums for the three levels are based on developmental and spiral viewpoints, and depending on the learning process and results, they can be

modified anytime if necessary. The outlines are as follows:

- a. Global awareness and analysis of future trends
- b. Abilities to communicate and interact with others
- c. Culture Cultivation
- d. Logics and critical thinking
- e. The use and understanding of science and information
- f. Social changes and moral reflection
- g. Organization and Leading
- h. Lifelong learning and Career Planning

2.9 Needed Assistance:

- a. Make the best use social resources and present facilities; incorporate relevant professions or groups of outstanding schoolmates into hold camps.
- b. The curriculum planning puts emphases on the construction of students' diversified abilities, like self-management, innovative planning, leading and communicating, experience sharing, adjustment of pressure.
- c. The curriculums at each level are supposed to integrate education on life, the laws, human rights, and environmental protection at the appropriate time with activities like body fitness, study groups, and health promotion.
- d. The selection of seeded teachers is supposed to put their wills and enthusiasm into consideration. What's more, they should have qualities of active and macroscopic views, multi and professional abilities, communication and negotiation, and integration.
- e. To form an ad hoc group to record the processes of camps at each level. After passing the investigation, the group gives the recording disks to schools for reference.

2.10 Counseling and Application

- a. The schools should offer opportunities of practicum and services for the students who have accomplished the camps.
- b. The hosts should set up systems of cultivating and calling for great teenager leaders, such as volunteer groups, clubs for services, or database of human talents. This way, leader talents at different levels will have chances to put theory into practice, create, serve, and participate in activities, which will further

develop their advanced abilities.

2.11 Results Assessment: The organizer works together with members in the action research to evaluate the results of the camps and offer measures of improvements.

3. The Main Findings for the Teenagers Leadership Camp Project

As the researchers for the Project mentioned above, the conclusions could be expressed as follow :

3.1 The curriculum of this project can promote and enhance the learners' positive life values and self-exploration. The learners may take a more positive attitude for life by inquiring some questions and dialogues with other peers or teachers.

3.2 The learning and teaching process of inquiring may be beneficial to learners' career development.

3.3 The inquiring process may be helpful for learners' liberal education and general abilities.

3.4 The inquiring method can improve learners' communication skill and better interpersonal relationships.

3.5 The learners of this project are much more mutual-understanding for others by the methodology of inquiring.

4. The Forwards Suggestions for the Project Better Development

4.1 To attract much more involvers to take part in this project and make the meaning of inquiring be understood.

4.2 To fulfill the database of learners for this project and trace back how well they behave as they finish the training project.

4.3 To strengthen the international cooperation relationship and construct the strategies alliance among definite countries.

4.4 To develop adaptive curriculum for learners and construct a dialogue platform for learners and teachers.