

FOUR FILIPINO GRADE 8 TEACHERS' MENTAL CONSTRUCT OF THE INQUIRY-BASED APPROACH (IBA) IN TEACHING CELL DIVISION AND MENDELIAN GENETICS: A MULTI-CASE STUDY

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ABSTRACT

This study determined the four (4) Grade 8 science teachers' mental construct of IBA. Through interviews, classroom observations, and analysis of artifacts, the data were collected and analyzed using constant comparative analysis. Results reveal that IBA is a paradigm shift, student-centered, and motivational, and promotes higher order thinking skills. However, teachers also viewed the approach as resource and time consuming and requires good prior knowledge and skills of students. The identified mental constructs could be used as a guide on how an inquiry-based curriculum should be implemented. Since IBA has been found to be resource and time consuming, the trainings and seminars should focus on designing activities and creating instructional materials that maybe used easily in the classroom. The findings may also be used to design assessment instruments to measure teachers' inquiry-based science teaching competencies. Trainings on approaches to activate students' prior knowledge and skills are recommended, too.

Keywords: Constant Comparative Analysis, Mental Construct, Paradigm Shift, Perceptions, Student-Centered.