

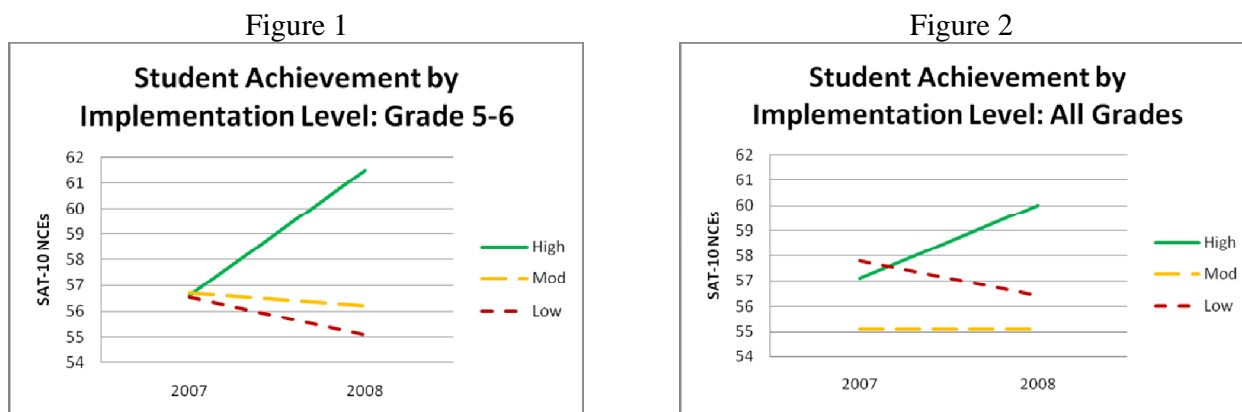
IMPLEMENTATION OF INQUIRY-BASED PEDAGOGY SIGNIFICANTLY IMPROVES MIDDLE SCHOOL STUDENT ACHIEVEMENT

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Abstract

The Greater Birmingham Mathematics Partnership teaches mathematics courses for teachers modeling inquiry-based pedagogy. Students whose teachers provided a high level of implementation of GBMP pedagogy showed significantly more gains statistically in student achievement in mathematics on the SAT-10 than students whose teachers provided a moderate or low level of GBMP inquiry-based instruction. These findings were consistent across diverse school districts and grade levels.

Figure 1 shows the results from grades 5 to 6 and Figure 2 shows the results combining all targeted grades (5-8).



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