LOOK BEYOND FOR SETTING THE CULTURE OF RESEARCH AT SCHOOL LEVEL THROUGH INQUIRY BASED LEARNING (IBL) AND PROJECT BASED LEARNING (PBL)

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When it comes to prepare the next generation for the future, then education becomes the primary concern. A typical image is created that teacher should deliver content to the class. Over the past 50 years that image may have evolved from *teacher at a blackboard to teacher with a tablet and smartboard* but, despite changes in technology, ***the essential paradigm shift still remains***. Teaching is not mere telling. Rather than presenting known facts or a ready-made solution, teaching should always begin instead with questions, problems and challenges in which the role of the teacher should shift from instructor to facilitator. Schools should move away from teacher-centered, direct instruction, where students are passive receptors of knowledge, towards more student-centered understanding-based constructive teaching that focuses on exploration and experimentation and reinforces lifelong learning skills. Educators must understand that schools need to go beyond data and information accumulation and move toward the generation of useful and applicable knowledge . . . a process supported by Inquiry Based learning and Project Based Learning.

Inquiry Based Learning (IBL)	*Project Based Learning (PBL)*
A student-centered, active learning approach focusing on questioning, critical thinking, and problem-solving. It's associated with the idea "involve me and I understand."	An approach also begins with a challenge or question but its remit tends to be wider. Promotes student engagement through deep investigations of complex questions. Focus on developing a product or creation.
Teacher role is to pose the initial question to your students, then facilitate them in discovering answers.	The aim here is that students gain and develop their knowledge and skills through working extensively to investigate and respond in detail to an issue that's engaging and complex, rather than clear-cut. For that reason, Project Based Learning is often used with literature, social and historical topics. It's also – in terms of outputs – a great opportunity for your students to create visual or multimedia material.
Inquiry Based Learning is about discovering an answer.	Project Based Learning is about exploring an answer.
With inquiry based learning, there may be a project at the end, and there certainly is the hope of making learning engaging and authentic, but the focus is not on making students more busy, or busy with more authentic projects, but rather with allowing students to	Project-based learning focuses on developing critical thinking and problem solving skills in the students. Its inquiry-based method of learning to solve the problems given as projects to the students is a style of active learning. In short, we can say "Project-Based

direct their own learning through questioning, creating criteria, and pursuing their own interests.	Learning integrates knowing and doing" when student apply what they know to solve authentic problems with intentions to produce results that matter.

Both are about emphasizing the teaching and learning process, not just the content and the knowledge. Using both of these methods will help to build research culture at schools which make your students to become independent thinkers, who can gather information on their own, question and interpret it, and then form their own evidence-based conclusions. In the modern knowledge-based world in which we now live, life skills such as these have arguably never been more valuable. *Setting research culture is essential nowadays, rather than making them to sit in a class and speaking it all out for them.* This makes the children go out on their own and learn on their own, giving them a better understanding of the topic. This way, students will learn to take up an initiative on their own and know more on their chosen topics. Gaining knowledge should be fun and interesting, where children should engage themselves in a world of facts.

School leaders play a vital role in developing and enhancing the research culture at schools. We should promote research activity more effectively within and beyond the school. By setting the research culture, the language and activity of research can be converted into knowledge. **We as School leaders work to incrementally develop school cultures in which research becomes a part of 'the way we do things around here'.**

HOW TO SET EFFECTIVE RESEARCH CULTURE AT SCHOOLS?

<u>Effective leadership and clear goals:</u> Embed the research culture with the school mission and vision*.* Set the learning mission, vision and values of the school on the basis of evidence-based practice. Initiating a successful culture of research requires clear goals and effective leadership. **A culture of research requires both institutional- and unit-based leaders to set clear research goals and communicate them effectively.**

<u>Recruiting faculty with a passion for research:</u> Schools seeking to develop a culture of research will adapt their hiring practices to add faculty members with research production potential. The backbone in developing the research culture is the teachers. Teachers should have interest and also skills to contribute meaningfully to the research culture.

<u>One vision for all:</u> Success at any one level is not sufficient to account for successful research productivity. At all levels in the organisation, staff members should aware of the school's commitment to research. Institutions should aspire to develop relevant characteristics at all levels of organization including the academic leaders, administrators and individual faculty members.

<u>School Infrastructure:</u> Research flourishes in an environment where practices are openly challenged and where teachers work together collaboratively. For a healthy professional research culture, school infrastructure should provide a fertile ground for research activity.

<u>Support systems for engaging in and with research:</u> "Lack of time" is the most regularly cited barrier to teacher engagement in research. Since teachers spend more time in the classroom than many of their

counterparts, this is an issue that may need addressing more widely. Provide time and space for staff at all levels to work on embedded research culture.

Training and supporting programs for the teachers: Institutions wishing to develop a culture of research must allocate significant resources for faculty training and support. Schools should give teachers access to an extensive staff library, external educational consultants to advise on research design and an enthusiastic research co-ordinator who would regularly disseminate user-friendly research resources. Teachers often lack confidence in conducting research, so this helps to overcome significant hindrance to research activity.

Encourage Collaborative Relationship: A developing culture of research requires open and collaborative personal relationships among faculty members. Congenial relationships among faculty members would support a successful faculty-to-faculty research mentoring initiative. Such mentorships stand to be an important element of culture establishment. Personal ties among faculty are also likely to foster collaborative research efforts, which are a hallmark of research culture success.

Research Funding: Schools wishing to develop and maintain a culture of research may provide more direct support to the research. Schools may allocate funds directly to research and facilitate access to high-class research libraries, computers, updated laboratories and other facilities.

Networks and Collaboration: Schools should support the development of faculty networks through activities including sponsoring faculty participation in scholarly conferences, hosting conferences and symposia and establishing relationships with other universities, professional associations, and government bodies.

Measurement: A culture of research may take years to develop and once established, requires regular maintenance. Frequent assessment for measuring the output and effective steps to improve the research culture is most important.

School research engagement is best seen as a conscious leadership strategy aimed at developing a school over a period of many years. Schools are no longer separate units, but have opportunities through the wealth of networks and collaborations to work creatively and embed strategies based on robust research and development. Our system can only improve if we embrace this brave new world, provide real time and focus and create a profession which is reflective, re-energised and makes a difference to our students. In this school culture students become active learners and teachers function as facilitators or guides rather than primarily as sources of information to be transmitted.

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