

The Effect of Inquiry-Based Laboratory Application on Thinking Styles of Students

Emine Erdem* and Fatma Alkan**

Hacettepe University, Faculty of Education, Beytepe-Ankara, Turkey, 06800
*E-mail: *emine.erdem1@gmail.com, **ftmalkan@gmail.com*

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ABSTRACT The aim of this study is to determine the thinking styles of teacher candidates and examine the impact of inquiry-based laboratory applications on thinking styles. This research was designed as an experimental model based on a control group with pre- and post-tests. Data were collected by applying the "Thinking Styles Inventory". The thinking styles of teacher candidates developed differently, depending on traditional laboratory and inquiry-based laboratory applications. When post-test scores of thinking styles were examined, there was an increase in the scores of teacher candidates. Therefore, it can be concluded that traditional laboratory and inquiry-based laboratory applications are effective for developing the thinking styles of teacher candidates.