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Applying Inquiry Based Learningmethod In Teaching Marketing Essentialssubject At Vietnam - Korea University Of Information And Communication Technology - University Of Da Nang

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Abstract: *Inquiry Based Learning (IBL) is known as one of the teaching methods that actively engage learners to improve their learning abilities. In the context of university teaching, IBL not only helps students develop critical thinking skills but also encourages creativity and self-learning ability. Marketing essentials subject is one of the fundamental subjects that helps students gain knowledge about marketing including products/services, prices, distribution, customer behavior, market,, promotion, branding, etc. This is one of the rich fields, including many different concepts and strategies. Applying the inquiry method in teaching Marketing can help students develop market analysis skills, creative thinking and problem-solving ability. This article presents some steps to apply in the basic marketing subject to help students be interested in learning, improve the quality of teaching and learning in the Faculty as well as in the University.*

Keywords: *Teaching, Method, Teaching method, Inquiry method, Inquiry-based learning, IBL, Marketing.*

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I. INTRODUCTION

In the world, Inquiry Based Learning (IBL) is one of the active and proactive learning methods, starting with asking questions, problems or situations. This learning method encourages learners to actively conduct research, self-discovery of information, discovery and application to possess knowledge in the most natural, complete and effective way. The IBL method was born in the 60s of the last century and includes two main forms: project-based learning and problem-based learning. This method not only creates a positive learning environment but also helps learners develop critical thinking and problem-solving skills effectively.

Inquiry Based Learning (IBL) is a student-centered teaching method that encourages learners to actively participate in the learning process through asking questions, exploring and solving problems. With inquiry-based learning methods, students are encouraged to interact (ask questions, explore problems, situations, share ideas) and practice higher-order thinking skills (analyze, evaluate, create and debate). Accordingly, each student can proactively develop, master their own learning path and acquire knowledge in their own way.

In the context of teaching science subjects, the nature of inquiry-based teaching must be to put learners in situations, opportunities, and contexts for learners to explore the nature of science, in a motivated and interested way. Based on the needs of learners, the teaching and learning process must help learners collect and interpret the necessary data so that learners can find answers to their doubts, only then will learning activities take place in a meaningful way.

II. CONTENT

2.1. Inquiry-based learning

Inquiry-based learning (IBL) has been defined in many different ways. According to Cairns and Areepattamannil (2019), the phrase Inquiry-based learning first appeared in the early 1960s, with two typical reports by Bruner (1961) and Schwab (1960). Bruner is considered the first person to introduce the concept of "inquiry learning" in his work "The Process of Education" in 1960. Bruner (1961) argued that learning must be an active process in which learners construct new ideas or concepts based on their prior knowledge. He suggested that teaching must encourage learners to discover facts and relationships for themselves. Bruner also proposed increasing the use of teaching methods that allow learners to discover new knowledge, instead of just memorizing the teacher's lectures; while Schwab (1060) viewed Inquiry-Based Learning as a social need, both to contribute to the training of skeptical scientists for the future, and more importantly, to provide the community with information about the work of scientists. In the 1980s, many meta-analyses of Inquiry-Based Learning were published, in which Wise & Okey's (1983) report on science teaching strategies linked the concept of Inquiry-Based Learning with Discovery Teaching. The authors argue that inquiry-based learning is

simply "a more learner-centered learning experience, with less teacher-led, step-by-step instruction," and includes elements such as inquiry lessons, guided discovery activities, and inductive experiments. Haury (1993) clarifies the underlying meaning behind the term "inquiry," which is that it requires learners to have a skeptical mind, eager to seek answers to their own questions.

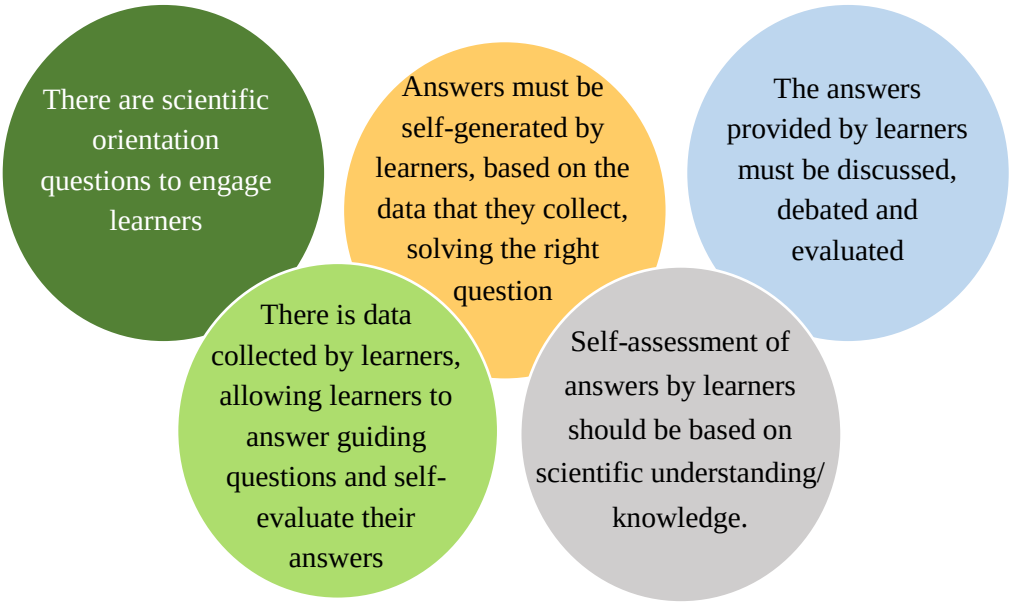

Figure 1. Characteristics of inquiry-based learning

This is an advanced learning method that combines the curiosity of learners and scientific factors to improve the quality of education. Completely different from traditional educational methods, Inquiry Based Learning (IBL) is not simply about students receiving knowledge from lecturers but is a process in which students ask questions, explore and find solutions to problems. The teacher will only play the role of a guide and supporter, helping learners orient the learning process in this learning model.

2.2. Main process in Inquiry Based Learning (IBL)

- Developing questions: Students are encouraged to ask open-ended, meaningful questions about the topic being studied.
- Collecting evidence: Students actively search and collect information and data from various sources to answer the questions posed.
- Explaining results: Based on the collected evidence, students analyze and give reasonable explanations.
- Connecting explanations: Students relate explanations to evidence, ensuring logic and coherence in the argument.
- Defending explanations: Students present their conclusions, ready to debate and defend their views against different opinions.

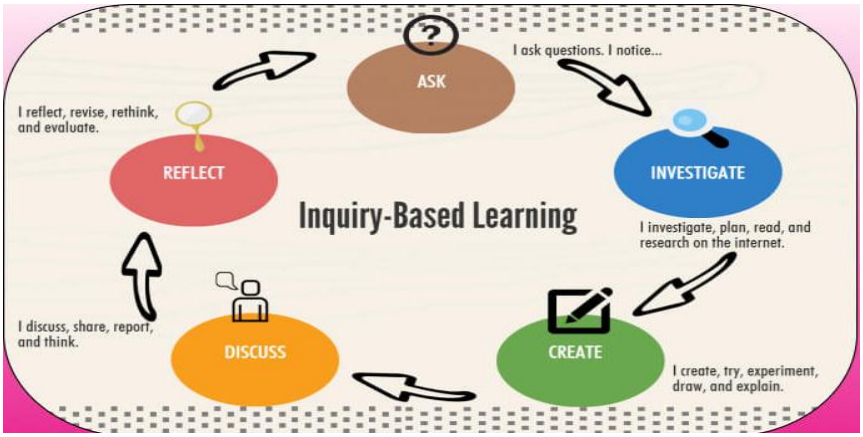

Figure 2. Main process in IBL

2.3. Main benefits of inquiry-based learning

Currently, inquiry-based learning has been applied in many schools around the world. When applying this method, the educational program will also focus on promoting learners' initiative in the learning process. Therefore, international studies have confirmed that: Learners learn more and are more likely to succeed with inquiry-based teaching and learning methods. The IBL method not only innovates learning methods but also brings many outstanding benefits to learners. Accordingly, applying this method not only actively acquires knowledge but also helps students develop many important skills such as:

- Helping learners understand lessons and remember better. This method will stimulate learners' curiosity, thereby promoting the activity of the hippocampus region in the brain - which plays an important role in learning and remembering. When learners actively explore and learn, they will understand and remember information better than passively receiving knowledge.
- Helping learners warm up before each lesson. Starting a lesson with open-ended, thought-provoking questions is considered an effective warm-up for the brain. Meanwhile, teachers are encouraged to use creative methods such as displaying images and videos to stimulate interest and create a learning mindset for learners.
- Increasing the ability to deeply understand the lesson content. The discovery teaching method allows learners to delve deeper into their own research, thereby better understanding the meaning and application of knowledge in practice. This process of free learning helps learners approach knowledge in their own way, creating deep and lasting connections.
- Help learners focus on the process rather than the result. The focus of this method is not only on finding the final answer but also on the journey of discovering knowledge. Students are encouraged to focus on the process of learning, analyzing and solving problems, thereby developing critical thinking and problem-solving skills.
- Developing a variety of skills. The method not only provides knowledge but also helps to practice many important skills such as: Skills to proactively approach problems and self-orientation; Critical thinking and analysis skills; Investigation and research skills; Collaboration and teamwork skills; Time management skills; Presentation, reporting and defending viewpoints skills.
- Practice innovative thinking skills. In schools, the inquiry-based learning method begins with teachers attracting students' curiosity and attention with a number of questions, situations or sharing about the topic and learning activities. On that basis, lecturers continue to suggest and encourage students to ask their own questions as well as come up with ideas to solve them. Specifically, the inquiry learning method is implemented according to the 5 E model as follows:

● Engage - Engaging: Students become more engaged with challenging situations, existing knowledge is activated, questions help to arouse curiosity.

● Explore - Explore: Students explore phenomena, seek knowledge and build ideas.

● Explain - Explain: Students explain phenomena, new knowledge is received and applied.

● Elaborate - Develop: Students apply their knowledge to new situations, knowledge is expanded and deepened.

● Evaluate - Evaluate: Students reflect on their own knowledge as well as the learning process, evaluation.

The inquiry learning approach allows learners to freely develop their imagination, creativity and thinking ability. Learners not only pursue information but also discover new knowledge behind each question, develop synthesis, analysis, evaluation skills... to apply in practice. In particular, when participating in daily learning tasks and projects, students will become more and more confident to innovate and create in their own way. Thus, each student's innovative and creative thinking skills will develop, helping them easily adapt to a highly personalized learning environment.

- Promoting collaborative learning. Applying inquiry project learning methods, teachers often organize group learning activities. Groups will participate in learning projects, together learn and perform highly practical learning tasks to solve questions, problems, and situations. Thanks to that, students not only have the opportunity to practice higher-level thinking skills but also increase their cohesion, flexible cooperation spirit, and sharing and mutual support.
- Each lesson becomes more interesting. Inquiry-based learning engages learners in many learning activities with teachers and friends such as asking questions, doing projects, practical experiments, etc. Students constantly experience the lesson in their own way. Therefore, the class is always lively, always filled with interesting and new things.
- Increasing the ability to solve practical problems. Based on knowledge inquiry, learners are trained in higher-order thinking skills (including: analysis, evaluation, creativity, and criticism), in addition to the skills of memorization, understanding, and application throughout their learning process. The four higher-order thinking skills are considered the most important skill sets, which can help learners improve their ability to apply knowledge to solve practical problems in life.

Table 1. Comparison of inquiry learning methods and traditional learning

Traditional learning	Inquiry-based learning
Teacher-centered, focused on providing information.	Learner-centered, focusing on application of knowledge content.
Learners follow the teacher's instructions	Learner is a problem solving person
The teacher asks questions of the learners.	The instructor shares understanding of the subject and models learning.
Learners respond by reading something from the board or from a book	Learners answer higher level questions such as: Tell me what you think about…? How do you know…?
Assessment is usually based on a correct answer	Assessment based on demonstration of learning outcomes
Whole class approach	Competency-based and small group approach
Learners work individually	Learners are encouraged to work together

2.4. Steps to Implement Inquiry-Based Learning

To optimize the effectiveness of the IBL method, it is important to implement this method systematically and effectively. This discovery learning method requires careful preparation and detailed planning to ensure that students can make the most of the learning opportunities that this method brings. Below are the important steps to implement the IBL teaching method:

- Developing questions and stimulating learners' curiosity. Questions play a key role in this discovery learning method. Accordingly, teachers can pose questions or encourage learners to ask questions themselves, as long as they are attractive enough to arouse their curiosity and desire to learn. At the same time, using visual aids such as images, videos, storytelling or mini games are also effective ways to create interest for learners.
- Make use of class time for learners to research. Teachers should set aside time in class for students to conduct research and discovery. Encourage students to work in groups to save time and promote collaboration. In addition, learning spaces can also be flexible, from libraries, computer rooms to laboratories or even real-life locations outside of school.
- Organizing students to present research results. Students need to have the opportunity to present what they have learned in front of the class. For large projects, teachers can encourage students to use a variety of presentation formats such as powerpoint, videos, illustrations, etc. At the same time, create space for other students to ask questions and give feedback, helping to clarify the problem and promote critical thinking. Students can present their research results in the form of a presentation, poster or even a short play.
- Summarizing the process with students. At the end of each lesson or project, teachers should take time for learners to review their learning process, self-evaluate their strengths and weaknesses, and share the difficulties they encountered. Through this, teachers can provide timely support and evaluate the progress of each learner. In addition, assessment in IBL also needs to be flexible and positive.

2.5. Applying the Inquiry Method Lesson Plan to the Marketing Essentials course, at the Vietnam - Korea University of Information and Communications Technology

Basic Marketing is a subject that includes a set of basic concepts, strategies, and methods for promoting and selling products or services. It includes market research, identifying customer needs and wants, product development, pricing, advertising, distribution, and customer relationship management. The goal of basic Marketing is to create value for customers and build long-term relationships, thereby helping businesses develop sustainably.

Topic:*Developing a Marketing Plan for a New Product*

Learning Objectives:

- Review the knowledge learned and apply it to a real-life situation.
- Help students be able to analyze the market and customer needs in today's fiercely competitive environment.
- Students will know how to build and present a marketing plan for a new product.

Implementation Process

- *Step 1: Identify the initial question:*

Instructors learn about the needs, interests and experiences of learners to determine the lesson objectives. The lecturer gives students time, observes students, asks open-ended questions and encourages students to answer:

"Can you tell me which new products are in high demand in the market today?
Why are those products sought by consumers/customers?"

- *Step 2: Encourage students to ask questions:*

"Students will discuss what factors are influencing product demand such as:

➔ Current consumer trends

➔ Competitors (strengths, weaknesses, customers, etc.)
➔ And macro-environmental factors (economic, political, cultural, social, etc.)

- *Step 3: Conduct research:*

+ Group research: Divide students into small groups (4 students/group), each group chooses a potential new product and researches:

➔ Target market
➔ Consumer trends
➔ Competitors

+ Collect data: Students use various sources of information to collect data such as internet sources, observations, surveys and interviews to collect data.

- *Step 4: Develop a marketing plan:*

Each group develops a marketing plan for the selected product, including:

➔ Market segmentation
➔ Product positioning
➔ Product differentiation
➔ Pricing planning, distribution channel
➔ Communication planning (Advertising, Public relations, promotion, ...)

- *Step 5: Presentation and feedback:*

+ Groups make reports (Report, Presentation slides, Implementation process videos, survey results)

+ Groups present their marketing plans to the class. After each presentation, the lecturer and other students ask questions, give feedback, and give suggestions to each group.

- *Step 6: Evaluation:*

Use various criteria to evaluate the groups such as:

+Creativity and feasibility of the plan
+ Ability to analyze and present information
+ Participation and cooperation within the group
+ Time and progress of implementation

III. CONCLUSION

Inquiry Based Learning (IBL) is one of the powerful tools used in teaching, especially in university teaching, this method helps students comprehensively develop the necessary skills for the future. The inquiry teaching model has proven effective in promoting critical thinking and self-learning ability of learners at many levels of education. This method encourages learners to actively ask questions, seek information and explore knowledge through practical experiences. Applying IBL not only improves the quality of education but also creates a positive learning environment, stimulates creativity and critical thinking of students. By designing lectures based on this method, lecturers can help students become active and independent learners. Applying the inquiry method in Marketing not only helps students better understand the theory but also develops practical skills necessary for future careers. Through research and discussion, students will become marketers with the ability to think independently and flexibly, ready to face challenges in the industry.

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