

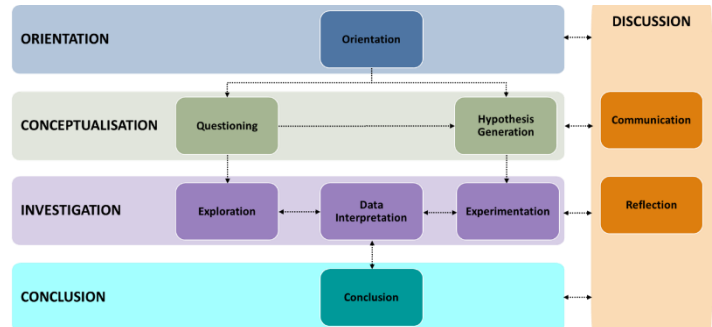
The aim of the **ReInnovate** project is to focus on using systematic research to facilitate the development of entrepreneurial skills in employees in SMEs. This will allow the company to develop a culture of entrepreneurship or an entrepreneurial mind-set where individuals are inquiry focused, continuously looking for opportunities to improve the business and allowing them to gather the knowledge to put these into action.

The **ReInnovate** partners gathered for their 2nd transnational project meeting in Seville, Spain in October 2018. This was a very productive meeting where the focus was on the development of the ICT platform and the learning materials for the Smart Research as a 21st Century Skill for Business programme.



In order to guide SME learners during their research, you require knowledge about the pedagogy of inquiry-based learning which has been adapted for this ReInnovate programme. It is important to both know the phases that the learners must work through, and to know how to guide the learners through this process.

Inquiry-based learning is organised into inquiry phases that form an inquiry cycle. However, different variations on the inquiry cycle can be found throughout the literature. The pedagogy of inquiry-based learning that is in use within the ReInnovate programme is based on the framework outlined by Pedaste et al (2015), who provided a synthesised inquiry based learning framework that identifies five distinct general inquiry phases: Orientation; Conceptualisation; Investigation; Conclusion; and Discussion. Some of these phases are divided into sub-phases including Questioning; Hypothesis Generation; Exploration; Experimentation; Data Interpretation; Reflection; and Communication. The figure adapted from Pedaste et al, 2015, illustrates the relationships and connections among the different inquiry phases.



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